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ABSTRACT

Contained in this report are brief descriptions of 68 innovative vocational education programs which are presently underway in 42 states. These resumes are intended to help State leadership personnel in planning improved vocational programs. (EH)

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State Planning For Vocational Education Innovative Programs

RESUMES OF EXEMPLARY PROGRAMS IN THE STATES

Prepared for the Third Annual
Leadership Development Seminar for
State Directors of Vocational Education

September 16-18, 1970
Columbus, Ohio

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STATE PLANNING FOR VOCATIONAL
EDUCATION INNOVATIVE PROGRAMS

RESUMES OF EXEMPLARY PROGRAMS IN THE STATES

Compiled and Edited by

Darrell L. Ward
and
Edward N. Kazarian

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Sponsored by the
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FOREWORD

These *Resumes of Exemplary Programs in the States* have been prepared for distribution at the Third Annual National Leadership Development Seminar for State Directors of Vocational Education, upon the request of the Association's Seminar Planning Committee, State Directors Joseph F. Murphy, Connecticut; John Bunten, Nevada; George L. Sandvig, Virginia; and R. D. Anderson, Executive Secretary.

The publication has been compiled by Dr. Darrell Ward, state leadership specialist, and Edward Kazarian, research associate, of The Center staff. Forty-two states responded to a request by submitting 68 resumes on exemplary and innovative programs presently being conducted in their states.

We sincerely hope that this publication will prove valuable to state directors and other state leadership personnel in their quest for improved and innovative offerings and procedures in vocational and technical education.

Joseph F. Murphy, President
National Association of State
Directors of Vocational
Education

Robert E. Taylor, Director
The Center for Vocational
and Technical Education

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ALABAMA

COMPREHENSIVE OCCUPATIONAL EDUCATION PROGRAM
FOR THE ELEMENTARY AND SECONDARY SCHOOL

PURPOSE: Activities at the elementary school level are orientational, informational, and explorational in nature. At the junior high school level, of a more sophisticated nature, are types of informing, counseling, exploring and preparing activities. Specific activities center around: occupational guidance and testing; integrated occupational information classes; simulated work experience; on-campus work experience, community work experience, cluster programs; and short-term training experiences. The senior high school level evolves around a theme of occupational guidance and counseling and occupational preparation of a more specific nature. Specific activities include cluster programs, day trade, cooperative training, and short-term preparatory experiences.

The project objectives and expected outcomes are as follows:

1. To provide an integrated occupational orientation program at the elementary and secondary level to broaden the experiences of students.
2. To provide guidance and counseling services at the secondary school level necessary to assist students in appraising their current interest, aptitudes, skills, and personalities in relation to their occupational preferences.
3. To provide vocational programs to assist every school terminee--with special emphasis upon those with academic, socioeconomic and other handicaps--in developing basic understandings, skills and abilities needed for job entry and/or continuing education in the areas of the student's occupational choice.
4. To provide extensive student personnel services, including guidance, counseling and placement, for each school terminee.

Four elementary feeder schools, two junior high feeder schools, and one central high school, with a total population of 5,872 students, will be served by the project. In this Model Cities area, the population of these schools includes a majority of students with socioeconomic, academic, and other handicaps in the school system. This network of schools will provide an ideal setting for the concepts conceived by the exemplary program to be activated.

DESCRIPTION: The scope of this program encompasses grades four through 12, with special attention given to students with socioeconomic, academic, and other handicaps. The program provides an avenue for every school terminee, vocational, general, or academic, to become aware of the world of work and develop a salable skill. Avenues are also provided for previous school terminees, who have no salable skill or who desire to upgrade their training to develop

a salable skill. The scope of the program extends further into the world of work by accepting a commitment to place every student who needs or desires that service.

The program will be operated under the auspices of the Huntsville City Board of Education. Cooperating agencies include: the local office of the State Employment Service, the Manpower Development and Training Agency, the Occupational Research Coordinating Unit at Auburn University, the State Department of Education, and the State Rehabilitation Services.

Federal funds will finance the program for three years and a firm commitment by the State Department of Education has insured the continuation of the program.

PLANNING PROCESS: The planning phase for the program began with the Local Director for Vocational Education surveying the community for its needs and interests. Implementation of the results of this survey began with a work conference conducted at the State Department of Education, with the Local Director, State Department Personnel, ORCU staff members, and the Executive Secretary of the State Vocational Advisory Council participating. Final responsibility at all decision points in the program was incurred by the Local Director.

After the work conference the Occupational Research Coordinating Unit at Auburn University had the major responsibility for the literature search and development of the proposal. One other work conference was scheduled and numerous telephone calls were made to acquire additional information during the proposal development process.

The ORCU, with cooperation from the local staff, was delegated the major responsibility for the development of an evaluation system and an evaluation model for the program. The ORCU and local staff will also be in charge of the final evaluation, reporting, and dissemination of the results.

Major problems encountered: late notification of availability of funds and program qualifications; location of special type personnel for the program; reorientation of personnel; location and development of curriculum materials, and location and development of instruments for evaluation.

ARIZONA

NORTHERN ARIZONA HOSPITALITY
EDUCATION EXEMPLARY PROJECT

OBJECTIVE OF THE PROJECT: The overall objective of this three-year project is to provide youth, mainly Indian, in nine high schools in Apache, Coconino, and Navajo Counties with the opportunity for acquiring job skills and attitudes necessary for successful employment in the hospitality industry.

SUPPORTING OBJECTIVES ARE AS FOLLOWS: Provide students with instructional personnel who have developed an interdisciplinary approach to curriculum and teaching of knowledge, skills, and attitudes needed to succeed in the hospitality industry.

Provide students with the opportunity for a related classroom and work experience, based on another successful research project for the development of the needed job skills and attitudes for this industry.

Provide the project with a coordinator who has technical knowledge of the hospitality industry and background in the cultures of those students who may be involved in the project.

PROCEDURES TO BE FOLLOWED: A series of three summer workshops involving administrators, guidance counselors and teachers would be held at Northern Arizona University. The purposes would be to give the various school personnel: 1) necessary exposure to the industry, 2) development of ideas for teaching world of work attitudes and 3) creation of audio-visual materials for reaching Indian students--all based on previous research findings.

During the first year administrators, guidance counselors and teachers would work with the project coordinator in developing custom designed curriculums to meet the specific needs of individual schools and hospitality industry needs.

Criteria for making decisions about student entry into the program will be firmly established and placed in action during the first year for students entering the following fall.

General education subject matter would be presented in a manner which would immediately relate to specific tasks in the hospitality industry.

A cooperative work experience in various locations within the schools' physical plants plus an experience in actual commercial operations wherever they exist in the proximity of the school would be developed as a means of "bridging the gap" between school

and work. A 10-week summer practice experience would be available during the student's first and second year of the program. Heavy emphasis would be given to group guidance in the program.

EXPECTED CONTRIBUTIONS OF THE PROJECT: Youth of the three-named counties will have the opportunity to develop job skills and attitudes toward work which will assist them to be successfully employed.

ARKANSAS

PILOT OCCUPATIONAL EDUCATION PROGRAMS FOR SMALL RURAL AND SUBURBAN ARKANSAS SCHOOLS IN GRADES FIVE THROUGH TWELVE

PURPOSE: The purpose of this project is to assist rural and small suburban school districts in establishing occupational education programs for students in grades five through 12. Priority in selecting participating schools was given to those in economically depressed areas and those with high rates of school dropout. It is anticipated that the establishment of such programs will encourage students to: 1) remain in school until they have completed their secondary training, 2) be better prepared to enter post-secondary training, and/or 3) obtain entry level skills to enter the World of Work upon graduation.

DESCRIPTION: This project involves 12 schools in a comprehensive occupational education program beginning in the fifth grade and continuing through the twelfth grade. A vocational coordinator and a counselor will be employed in each school to work with staff members and pupils. The project will include: 1) occupational orientation, 2) intensive group guidance and counseling, 3) cooperative training, 4) intensive training for seniors who have not previously been enrolled in vocational education, and 5) job placement and follow-up.

PROCEDURES:

Phase I: Administrators from certain selected schools attended a meeting in May to determine the interest in the project and to select schools to be involved.

Phase II: An in-depth workshop for training of coordinators, vocational teachers and counselors was held in June. This workshop began with a general session and was then divided into three sessions that were conducted simultaneously.

Phase III: Short in-service training sessions are planned at each school for personnel from the fifth grade through the twelfth grade to plan the occupational orientation instruction. There will be separate sessions of in-service training for the elementary teachers, junior high teachers and secondary teachers.

Phase IV: During the operation of the project, frequent conferences, workshops and in-service training for all personnel involved will be continued.

Phase V: A workshop will be conducted during the Summer of 1971 for counselors, coordinators and administrators for the purpose

of program evaluation, program adjustments and further in-service training.

Phase VI: Operation of the proposed project will be continued with adjustments and changes made as deemed necessary during Phase V. In-service training will be provided as needs arise.

Phase VII: Workshops will be conducted for final evaluation. Schools will be encouraged to continue their programs which will be funded through regular vocational financing. Other schools interested in establishing such a program in their school will be invited to attend the final workshop.

This project is being partially funded with the state's portion of exemplary funds. An application for a similar project using the Commissioner's portion has been submitted. If it is approved, the projects will be combined and expanded.

CALIFORNIA

AN EXEMPLARY APPROACH TO THE ADMINISTRATIVE ORGANIZATION OF VOCATIONAL EDUCATION*

PURPOSE: The vocational education movement in its earlier history provided a local administrative organization only in large communities, usually cities. The local administrator tended to concentrate on a single instructional area of vocational education such as trade and industrial education or business education. This practice is changing--and rightly so. With the rapid growth of vocational education programs, both in number and scope, and with the establishment of area or regional schools, the administrative organization for vocational education has become more complex and comprehensive.

Modern management approaches can provide needed guidance to educators as they adjust their organizational structure to accommodate the changing NEEDS for education and achieving their established GOALS and PERFORMANCE OBJECTIVES. The major strength of management by objective is the opportunity to make alternative choices as the management activity progresses.

DESCRIPTION: Perhaps the most rigorous and time consuming part of developing a rationale for the administration of vocational education is that of program analysis. The first step is to determine the major functions that must be undertaken in developing the rationale. An overview of this and subsequent means of analysis includes:

* Perform Program Analysis which: a) identifies the major NEED, b) details the performance objectives, c) identifies the constraints, and d) requires the preparation of a sequential flow chart of the major functions involved.
* Perform Functional Analysis which is the process used to determine what jobs must be done to accomplish the performance objectives.
* Perform Task Analysis which is a further breakdown of each job into the tasks that specify how each sub-function will be accomplished.
* Perform Method Means Analysis which identifies the alternative methods and/or means by which the tasks and consequently the entire mission can be accomplished.

There are three distinct dimensions of inquiry inherent in this process.

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*Richard S. Nelson, Chief, Program Operations Unit, Vocational Education Section, California State Department of Education, August 1, 1970.

* To what extent can it be demonstrated that the goals and performance objectives of the vocational education system are relevant to the persistent and compelling social, cultural, and economic prcblems of the state, region, and nation?

* Given relevant goals and performance objectives to pursue, to what extent can it be demonstrated that these goals and objectives are in fact being achieved by the system, both short- and long-term?

* To what extent can it be demonstrated that the system is efficient, while achieving its goals?

a. To what extent are resources used optimumly?

b. To what extent are individuals benefiting from the system's programs, services, activities, and organization?

Besides providing an organization which relates to program goals and objectives, the functional approach allows the development of an evaluation scheme which can provide the type of information required to properly manage vocational education. In the ensuing portions of this paper, each of the 12 functions of vocational education will be discussed. Following the standard or standards for each function, one example of an objective and an expected outcome will be given. Each of you, in developing your own local plans, will create a number of objectives and expected outcomes appropriate to your own school district.

1. Population Needs Analysis: This function is primarily concerned with establishing and maintaining an information file which describes the population being served in the area of interest.

2. Vocational Education Promotion: The purpose of this function is to plan and execute those activities necessary to inform the public of the strengths and merits of vocational education.

3. Student Recruitment: Student recruitment is aimed primarily at identifying those who need vocational education and encouraging those so identified to enroll in a program of instruction.

4. Guidance and Counseling: In this analysis, the guidance and counseling function consists of those activities necessary to provide individuals with sufficient information to allow them to make meaningful and informed occupational choices.

5. Job Market Analysis: The job market analysis function is the counterpart to the population needs analysis function insofar as it is essentially concerned with the demand side of the labor demand/supply curves.

6. Job Performance Requirements Analysis: This function represents the task of establishing job specifications for the vocational instruction program.

The development of the specifications should probably involve the use of the task analysis technique using data supplied by individuals having skills in and substantive knowledge of the occupation or the occupational skills included in the instruction, and/or requirements of licensure when appropriate. The use of advisory committees from business and industry will be of great importance in establishing the true requirements for entry level and progression in the occupational field.

7. Program Planning: This function is concerned with integrating information on population needs and job opportunities in the light of the area manpower plan (CAMPS) and budget constraints, to develop new and improved curricula to insure that a proper assortment of programs is offered.

8. Program Review: This function is included to represent the requirement for review of local program plans. The existence of a decision-making activity which may be beyond the control of the local director is of concern in local level evaluation.

9. Course/Resource Development/Improvement: Such resources include materials (texts, worksheets, standard test, etc.), equipment (lathes, keypunch machines, drill presses, etc.), physical plant, and trained instructors. The ultimate objective of the function is to assure that the courses offered effectively and efficiently instruct students in the skills and knowledge designated as required to achieve an occupational or other objective of instruction.

10. Vocational Instruction: This function represents the major activity of the system; that is, providing instruction to individuals for the purpose of preparing them for gainful employment or advanced technical training.

11. Placement: The objective of this function is to provide individuals with sufficient information to make a meaningful and informed occupational choice and, if that choice is employment, to assist them in finding that employment which best fits their needs and the needs of employers.

12. Evaluation: Evaluation in vocational education is comprised of two primary elements: end point (terminal) evaluation and functional (ongoing) evaluation. End point evaluation is primarily concerned with how well the system met its overall objectives as determined by follow-up studies of dropouts and graduates, and the number of students enrolled versus the number who, in fact, should be enrolled.

PLANNING PROCESS: Through the use of a system approach, PLANNING can be thoroughly analyzed; and an effective scheme of EVALUATION can be developed and implemented. Identification of major FUNCTIONS

OF VOCATIONAL EDUCATION provides a mechanism which relates to NEED - GOALS - PERFORMANCE OBJECTIVES - EVALUATION - and ACCOUNTABILITY. The leadership for vocational education must establish an organizational structure that will accommodate the major functions of vocational education to assure that persons of all ages, in all communities, will have ready access to this phase of our nation's educational system.

NOTE: The original resume submitted has been revised in order to better fit the format for this publication.

COLORADO

EXPLORATORY SUMMER PROGRAMS FOR HIGH SCHOOL DROP-OUTS, HIGH SCHOOL STUDENTS, POST-SECONDARY, AND ADULTS

PURPOSE: This is a program designed to offer any individual of 15 years of age or older an opportunity to explore certain fields of vocational education involving manipulative skills. Auto Mechanics, Auto Body and Fender, Welding, Electronics, Audio Visual, Graphic Communications, Data Processing, and Clerical Skills would be offered on short-term bases of perhaps two weeks to four weeks during the summer months. A student may explore one or more occupations to determine aptitude, interest, and capability. If the program were a success during the Summer of 1970 and could be offered again during the Summer of 1971, a student would have opportunity to explore several skill areas in the process of selection of a vocation.

DESCRIPTION: Few high schools on the Western Slope offer extensive opportunities for students to acquire vocational skills for job opportunities upon graduation. Immediate high schools in the Grand Junction area offer limited vocational training to Auto Mechanics, Body and Fender, Machine Shop, Distributive Education, and some Vocational Agriculture. These programs are available only to a few students as they are not available in every high school. Little opportunity exists for exploration by Junior High School students and Sophomores. This program would enable students to find some direction while seeking vocational goals and would develop interests for future planning. Drop-outs would be decreased as students developed job oriented occupational goals.

Supervision would be under the immediate direction of the Director of the Area Vocational School.

The new facilities of the Area Vocational School would be utilized for this program.

Regular Associate Degree and Certificate programs are now offered in the Area Vocational School in the opportunities suggested in this proposal. Buildings, equipment and staff are on hand during the regular academic year. Few of the ongoing programs continue during the summer, thus freeing the facilities, equipment, and staff to initiate this proposal.

No program of this nature is known to exist in any of the community colleges or area vocational schools in the state. As students develop vocational interests during high school, they then could obtain vocational competencies at the Area Vocational School while still in high school or as post-secondary students.

It is proposed that this program could begin June of 1970.

Instructional materials would be developed by the staff. Reference materials and texts on hand would be available at the library.

No standards of performance would be required. It is expected that students would acquire basic knowledge of an occupation to be used to develop further interests.

Any student 15 years of age or older who might profit from one or more of these experiences would be admitted.

Extensive vocational counseling would be available during the training period from the professional counselors at Mesa College, The Director of the Area Vocational School, and the instructors.

Follow-up would be conducted by a questionnaire at the end of the sessions and during the next school year to determine the success of the program and the worth to the students in planning for their vocational choice. The follow-up will also include information on the effect of the training related to drop-outs.

NOTE: The original resume submitted has been revised in order to better fit the format for this publication.

COLORADO

THE DEVELOPMENT OF SOCIALLY DESIRABLE ATTITUDES AND KNOWLEDGE OF OCCUPATIONAL OPPORTUNITIES FOR THE RURAL YOUTH OF WESTERN COLORADO

PURPOSE: Development of curriculum, materials, activities, and educational techniques which will provide a vocational educational program with emphasis directed toward teaching desirable attitudes toward work relevant to current employment trends in: 1) rural areas of the Western Slope of Colorado; and 2) in the urban and city areas, at the fifth and sixth grade levels in the Paonia Schools for the school year 1969-1970 and continuing through the school year 1970-1971.

OBJECTIVES:

1. To give children who have grown up in a rural area, ideas, examples and experiences upon which to develop desirable attitudes and social skills essential for success in the working world and an insight into the job opportunities available to them in their community and the changing world in which they live.

2. Arousing interest in and developing the idea that there is dignity in all fields of work.

3. Guiding children in discovery of job opportunities available in their community.

4. Guiding children in discovery of the wide range of job opportunities outside their community.

5. Guiding children in establishing criteria for use in the selection of occupations.

6. Development of a Vocational Resource Center. Due to the fact that our building is entirely inadequate for an additional program with the limited personnel, space and facilities, it is suggested that we develop a vocational center in the basement area. This would involve removing a wall between the present sixth grade room and an adjoining unused room. In this way materials developed and accumulated for this program can be kept in a central location and in an area where not only individuals, but also small groups and larger classes can make use of the facilities. Also, with the limited personnel the center must be connected with a classroom where some supervision can be given.

DURATION OF PROGRAM: This program is designed in two phases as briefly described on the next page.

Phase I: School Year 1969-1970. Development of basic curriculum and description of activities, materials and/or equipment needed as well as classroom and community experimentation.

Students Involved: 110 Students
Grade Levels: 5 and 6
Teachers Involved: 5
Length of Program: September 1, 1969 through May 31, 1970

Phase II: School Year 1970-1971. Operational phase of program putting into practice are activities and innovative curricula and materials.

Students Involved: 110 Students
Grade Levels: 5 and 6
Teachers Involved: 5
Length of Program: September 1, 1970 through May 31, 1971

DESCRIPTION: Delta County schools, isolated and widely dispersed, are representative of many school districts to be found in the west where the transportation of students becomes a critical factor with some students being transported as much as 100 miles round trip each day. And where, because of environment and geographic isolation, neither school nor community can furnish the rural youth with the social and occupational experiences considered necessary if the student is to develop into a productive and responsible citizen in an ever changing society.

Therefore, the applicant believes that the developed and tested program curriculum, materials, and instructional techniques, if successful in Delta County, could readily be used in other areas possessing similar philosophies and needs.

PLANNING PROCESS: In the fall term (September) of the school year of 1969-1970 five teachers of the Paonia Elementary and Junior High School, with the cooperative help of their Principal, MacDonald Knight began the development of a new curriculum directed towards the world of work as it exists both locally and outside the community.

As the project progressed and was placed into the classroom it was found that district monies were not available for many of the activities, materials and/or equipment considered essential for the continuance of the program.

Teachers involved in this project and responsible for the objectives and procedural methods presented in this proposal are: Barbara Valaer, Mildred Campbell, Elizabeth Bacon, Ellen Smith, and Dorothy Davis.

Therefore, this project is presented as an Exemplary Program under the provision of the Vocational Act of 1963 as amended for funding.

NOTE: The original resume submitted has been revised in order to better fit the format for this publication.

CONNECTICUT

VOCATIONAL EDUCATION FOR YOUTH IN THE STATE CORRECTIONAL INSTITUTION

PURPOSE: In the past the State of Connecticut made little provision for educating youthful offenders committed to the Connecticut Correctional Institution in Cheshire, and vocational training facilities were limited. In general, the available vocational training areas had little or no relation to the employment possibilities in the youth's home community. The areas of vocational training were oriented toward the needs of the institution for clothing and food and the needs of the State institutional furniture repair and automotive license plate production rather than toward the youth's ultimate future in the community in the world of work. The age range served by Cheshire is 16-21. Most of these young men have inadequate education and work skills; they are poorly equipped to take their place in today's competitive and technological society.

DESCRIPTION: Advantages of this operation are obvious. For one thing, it is a money-saver. It puts school buildings and equipment to maximum use, doubling their potential at a fraction of the cost of providing separate facilities at the reformatory. It is also a breakthrough in cooperation among several separate State agencies which provides a solid opportunity for the participants to get training that can make them self-respecting, self-supporting, successful members of society when released.

In addition to the benefits to be derived from vocational training at the school, it is believed the trainees will benefit from continued contact with the "outside" world. Experience in the field of corrections has led to the belief that the apathy of a former inmate about working to improve himself is often related to his sense of hopeless distance from the community. Any program involving and integrating the inmates as a part of the community outside of the institution should help reduce feelings of separateness and rejection.

PLANNING PROCESS: The Division of Vocational Education of the State Department of Education in cooperation with the State Department of Correction, State Department of Labor, and Division of Vocational Rehabilitation selected (50) inmates to attend Wilcox Regional Vocational-Technical School in Meriden. The inmates are transported by bus from the Cheshire Reformatory to attend Wilcox Technical School three hours daily, starting at 3:30 P.M. to pursue courses in Automotive Mechanics, Printing, Drafting, Sheet Metal Work and Machine Operation.

As each boy completes his course, he is given a certificate. The boys are chosen with a view to the likelihood that as they complete their courses they will be eligible for parole and placement in jobs that will lead them to useful places in society. The program is designed to operate continuously on an open-entry, open-exit basis with a minimum training time for any trainee to be no less than four months.

The Division of Vocational Education has also worked with the Department of Corrections in initiating and funding other self-contained vocational programs in correctional institutions in the State. Included among these are an automobile body repair program at Cheshire, an electronic assembly and an office education program at the Niantic State Farm for Women, and a small engine repair program at the Connecticut State Prison at Somers. It is anticipated that other such programs will be developed where the need exists and conditions permit.

DELAWARE

AN OCCUPATIONAL-VOCATIONAL EDUCATION MODEL FOR THE STATE OF DELAWARE

PURPOSE: The goal of the proposed project is the establishment of an occupational-vocational model through the cooperative effort of one county vocational-technical school and one local school district. This project will allow for the cooperative development of a realistic exemplary program designed to serve as a model for the future development of occupational-vocational programs in the State of Delaware.

DESCRIPTION: One county vocational-technical center in cooperation with one local school district will implement occupational orientation at the elementary level by conducting teacher in-service workshops under the direction of a special consultant. Curriculum materials will be developed by elementary teachers at this workshop.

At the same time, cooperative education and work experience programs will be developed by hiring staff coordinators to adequately supervise this educational program.

Additionally, special programs will be developed so students not previously enrolled in vocational programs can receive specific training in job entry skills prior to graduation from high school. This phase of the program will require close coordination between the local district and the vocational-technical center. It will entail developing after school and Saturday programs for students needing such programs.

Also, an intensive occupational guidance and counseling program to serve all vocational students during their senior year will be developed. Attention will be directed specifically to initial placement of all vocational students in job opportunities. This will be accomplished under the direction of a job placement coordinator.

An estimated budget of $309,000 evenly prorated over each of three years has been developed.

PLANNING PROCESS: Close cooperation has been exercised between the U.S. Office of Education, the Vocational Division staff, the Occupational/Research Section staff, the Secondary Education Division staff, the Elementary Education Division staff of the Delaware Department of Public Instruction, representatives from local school districts and vocational-technical center staffs in developing this proposal.

No results are available at this date; the program will begin September 1, 1970.

Additional information may be secured by writing to Mr. Daniel E. Koble, Jr., Director, Vocational Education, Department of Public Instruction, Box 697, Dover, Delaware.

DELAWARE

THE DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE TESTING PROGRAM FOR A VOCATIONAL-TECHNICAL CENTER

PURPOSE: The purpose of this exemplary project is to develop a comprehensive testing program at one county vocational-technical center.

The project has the following goals:

1. To improve the student's probability of being employed into occupations for which he or she was trained or in a related field.
2. To assist the student in realistic program selection.
3. To provide a tool for effective curricula development and the shaping of teaching strategies.
4. To provide the student with a resource for building and strengthening his self-image regarding his specific occupation.
5. To provide the student with background information that can help shape his present and future career aspirations.
6. To foster a cooperative attitude between the sending districts and the center.

Expected outcomes of this exemplary program are expressed in the following objectives:

1. To conduct job analyses to determine the elements of the occupation relative to the program existing in the center.
2. Further, to determine the personal factors which help account for success in a job such as competency, specific intellective and non-intellective aptitude, S.E.S., general intellectual ability, etc.
3. Determine which measuring instruments best account for the variance in success on the job and in the school situation.
4. To provide the student with a profile of his measured characteristics as part of the overall counseling program.
5. To offer a summer training program for cooperating school counselors in the interpretation of the General Aptitude Test Battery.
6. As far as is possible to integrate the measurement data available from the sending schools into the Center's testing program.
7. To determine the interrelations of teacher and pupil personality and interest patterns within certain specific programs.
8. To study the effects of modifying instructional programs to fit the Holland personality types of the pupils on pupil work output.

DESCRIPTION: The comprehensive testing program will be a joint effort between the Occupational/Research Section of the Delaware

Department of Public Instruction and the Kent County Vocational-Technical Center. The guidance counselors from each of the five school districts sending students to the Kent County Vocational-Technical Center will be cooperating with the guidance staff of the Kent Center to develop a comprehensive testing program.

The first step to implement this program will be to employ a psychometric expert to direct the project. Under his direction, the first year will be primarily developmental, the second year, analysis and the third year, diffusion.

It is planned that job analyses will be performed using a systematic technique such as that developed by Marsh (1963).

A variety of scales, including non-intellective and cognitive factors will be used to determine personal characteristics which help account for success in a job and in school and for diagnostic purposes within the school.

Scales will also be selected which will contribute to the assessment process in the programs within the Center.

Psychometric regression techniques such as factor analysis, multiple regression techniques and canononical analysis will be used to determine appropriate instruments to be incorporated into the program for predictive purposes.

Training sessions for counselors and other administrators on interpretation and use of scale results will be conducted by the project staff on a continuing basis. Test scores will be made available to the counselors and other users; emphasis will be placed on diagnostic uses.

A five day workshop will be held at which time a specialist will instruct appropriate persons in the use of the General Aptitude Test Battery.

By involving guidance personnel from each local school district it is anticipated measurement data gathered under this project will be integrated into the sending school's available measurement data.

Pupil aptitude and interest will be statistically controlled in a one-way analysis of covariance to determine the interrelations of teacher and pupil personality and interest patterns within certain specific programs.

The development and implementation of a comprehensive testing program for a vocational-technical center is budgeted at the level of $37,862 for each of three years or a total of $113,586 over the three years.

No results are available as yet; the program will begin September 1, 1970.

PLANNING PROCESS: This project was planned as a joint effort of the staff of the Kent County Vocational-Technical School and members of the Occupational/Research Section of the Delaware Department of Public Instruction in cooperation with the U.S. Office of Education.

Additional information may be secured by writing to Mr. Daniel E. Koble, Jr., Director, Vocational Education, Department of Public Instruction, Box 697, Dover, Delaware.

FLORIDA

AN EXEMPLARY MODEL FOR A TOTAL ECOLOGICAL APPROACH TO NON-GRADED VOCATIONAL PROGRAMS IN SEPARATE EDUCATIONAL CENTERS

PURPOSE: The proposed ecological approach to non-graded vocational programs in separate educational centers will consist of an occupationally oriented curriculum, related basic academic skills, intensive vocational guidance and counseling, and a social motivation program for disadvantaged youths. The program will be located in four Florida metropolitan areas, three of which have Model Cities Programs being developed to meet the unique needs of individuals living in identified areas of deprivation.

The expected outcomes of this innovative and exemplary approach to service for disadvantaged youth are: 1) career relevant and self-fulfilling programs, 2) decrease in absenteeism rate, 3) decrease in dropout rate, 4) decrease in conflicts between law enforcement and other social agencies, 5) more positive social behavioral modes, and 6) greater involvement in constructive community activities.

DESCRIPTION: The overall objective of the proposed program is to develop educational and occupational skills, positive social behavioral modes and improved ecological patterns with disadvantaged youth. Specific objectives will include: 1) developing criteria for identifying students with special learning needs, 2) designing individualized instructional material which links vocational and related subjects to the learning patterns of the individual, 3) obtaining or devising instruments which measure changes in learning variables, and 4) designing teaching techniques for working with disadvantaged youth.

Procedures to achieve the objective will: 1) orient and obtain approval and involvement of the community, industry, employment agencies, parents, students, and school administrators; 2) present occupational orientation programs to elementary and middle schools; 3) provide occupational guidance, counseling and social services to the target population; 4) provide intensive cooperative vocational education programs in service, and trades and industrial occupations which lead to stable part-time employment; 5) design and present individualized self-pacing instructional packages tailored to the learning needs of the student; 6) provide intensive training programs which prepare all persons with an entry level job capability; and 7) provide alternate goals for successful students to include returning to the regular high school program, graduating from the center, and advancing to specialized training with the area vocational technical school.

The program located in four metropolitan areas will be coordinated at the state level through the Director, Division of Vocational, Technical and Adult Education and Administrator, Research and Evaluation Function, Division of Vocational, Technical and Adult Education. Local project directors will coordinate proposed activities at the district level and will direct the activities of project personnel consisting of curriculum writers, remedial academic skill specialists, instructors for vocational and related academic skills, occupational guidance specialists, school social workers, cooperative education teacher-coordinators, and secretarial staff.

PLANNING PROCESS: Organization and relationships between the State Education Agency and local education agencies were planned and developed at a preliminary meeting during the planning grant period prior to federal funding of the project. Evaluation for the exemplary project has been contracted between the Division of Vocational, Technical and Adult Education and a State university.

For additional information concerning the exemplary project, contact Dr. Carl W. Proehl, Director, Division of Vocational, Technical and Adult Education, Florida Department of Education, Knott Building, Tallahassee, Florida 32304, Telephone: (904) 599-5714.

GEORGIA

A DEVELOPMENTAL PROGRAM OF OCCUPATIONAL EDUCATION

PURPOSE: The overall objective of this project is to develop and implement a developmental program of occupational education in a cluster of schools within the Cobb County School System. The approach will be to fuse the more promising program and practices of vocational education with the broader curriculum and with the guidance program of the school system within the elementary, middle and secondary schools to enable the system to achieve its objective of education to all its students in developing work skills that are suited to an area of rapid growth in population, industry and technology. The project will place special emphasis on those who are culturally, economically or otherwise handicapped or disadvantaged.

PROCESS OBJECTIVES FOR PROGRAMS ARE:

(A) Programs in grades K-6--to develop and implement a career development program into the existing curriculum so as to enhance traditional academic learning and accomplish certain career development objectives.

(B) Programs in the middle school--to develop and implement programs of career exploration and prevocational orientation, into the school in such a manner to enhance traditional academic learning and accomplish certain career development objectives.

(C) Programs in the senior high school--to develop and implement vocational curriculum clusters in the areas of electrical, mechanical, metal-working, graphic arts, drafting and design, electronics and office occupations within the senior high schools around the area. The academic subject matter will be correlated with the vocational program for many students.

(D) Job Placement--to develop a job placement program which will place the responsibility on the school to help each student make the transition from school to work.

(E) Work Experience--to provide an across-the-board work experience program.

(F) Guidance--to provide both direct and indirect assistance to students in the career development process.

(G) Post-secondary placement--to allow early student placement into the post-secondary area vocational-technical school during the senior year.

(H) Differentiated staffing--to be used to fuse the academic, vocational, guidance and community resources into one education package.

(I) Disadvantaged and handicapped--to organize school experiences to insure greater probability of success by disadvantaged and handicapped youth.

PRODUCT OBJECTIVES FOR PROGRAMS ARE:

(A) The career development program at the elementary school level is informational and orientational in nature. The effort is directed toward expanding the student's awareness of self and of the occupational structure.

(B) At the middle school Phase I offers the student an opportunity to further orient himself with several broad occupational areas and to acquire a base of understanding for future education and occupational decision-making.

Phase II provides students with an opportunity to explore a particular occupational area such as business and distribution, industrial and human services in greater depth.

(C) Career development programs at the senior high level are exploratory and preparatory in nature. They assist the student in converting his vocational preference into reality.

PLANNING PROCESS: The planning process to develop the program was divided into the following phases:

(A) Developmental phase: The intent of the developmental phase is to: 1) identify career development objectives at elementary, middle school and secondary levels as derived from student and societal needs; and 2) review and assess existing research, resources, approaches and technology within and outside the Cobb County School System in the selection of process and a plan for executing the processes for accomplishing identified career development objectives in a cluster of schools (one senior high school, fed by one middle school, and four elementary schools).

This phase will consist of two sub-phases as follows: 1) Planning and consultant sub-phase--The intent of this sub-phase is to specify objectives and to review, assess existing resources and approaches and make recommendations regarding implementation strategies; 2) Staff and material preparation sub-phase--The intent of this sub-phase is to prepare the staff in the pilot attendance area and to develop and obtain support materials for implementation of the models developed by different sub-committees as part of the planning and consultant sub-phase.

(B) Implementation, review, revision and improvement phase: The intent of this phase is to provide for implementation, continuous evaluation and modification of the process for accomplishing identified career development objectives within the aforementioned cluster of schools. This phase will consist of three sub-phases as follows: 1) Initial implementation sub-phase--The aim of this sub-phase is to implement the model as conceived and assess its effect on students. This will necessitate constant review and follow-up in order to overcome problems that may emerge in order to implement the model as developed; 2) Review, revision, and improvement sub-phase--The aim of this sub-phase is to take the input of the previous year's experiences along with the resources that will be made available and to revise the model, support materials, and communications patterns in preparation for implementation during the school year; 3) Final Implementation and Dissemination--The aim of this phase is to revise and modify the program during the summer based on the information and evaluation of the previous year's implementation and then implement that revision during the school year plus disseminating information concerning this project.

Additional information concerning this program may be secured by contacting the Georgia State Department of Education, Division of Vocational Education.

GEORGIA

PROGRAM OF EDUCATION AND CAREER EXPLORATION (P.E.C.E.)

PURPOSE: The purpose of the P.E.C.E. Program is to provide at grades seven, eight or nine experience and knowledge to all students that will serve to formulate a basis upon which a more appropriate educational and occupational choice can be made at future major decision points. The program is designed for all students regardless of their level of educational attainment and focuses on the entire spectrum of educational and occupational opportunities. The intent of this program is not to force the student to commit himself to an educational or occupational choice but rather to assist him to acquire the basis upon which future "vocational or educational decisions" can be made.

DESCRIPTION: Occupations have been separated into six major categories of interest which follow a continuum of study from an orientation of working with "people" to one of working with "things." The six categories are: service to others, business, organization, expressing ideas, outdoors, and technology (producing things, fixing things). Each of these six groups of occupations are likewise separated into levels according to the amount of training required and the degree of responsibility assumed by the worker.

The intent of the program of career exploration is to involve the student in concrete work situations directly related to a particular group or set of occupations being studied. Each student spends part of his program time in employment settings. After the student has "experienced" a certain work role in one of the occupational areas, organized group sessions under the direction of a program coordinator are used to assist the student in examining that particular work role or job in terms of the following six dimensions of career development: self-characteristics, economic and social values of work, psychological and sociological meaning of work, educational avenues, other related work roles, and the decision-making process. These organized group guidance sessions allow for integrating these various dimensions of career development into a core of concrete work experiences that will provide the student with the opportunity to relate himself to the many variables connected with career choice.

The State Department of Education through the Division of Vocational Education provides each local system implementing a program with a plus allotment for one year to defray the cost of the program coordinator. The local system in return must agree to continue the program after the first year from its own resources. The special training of the coordinator is accomplished through a specially designed in-service program conducted by the University of Georgia.

During the pilot year 1969-70 15 programs were implemented. An additional 55 programs will be implemented during the 1970-71 school year.

PLANNING PROCESS: The planning process to develop and implement the program was a cooperative effort by the State Department of Education, Division of Vocational Education, and the University of Georgia, College of Education. Through the leadership of the Division of Vocational Education, the overall program design was established and realistic objectives were determined. Through cooperative effort by the College of Education at the University of Georgia, a specialized in-service training program was developed for the program coordinators. A product of this in-service program is the currently used "Guide for Coordinators of Programs of Career Exploration."

Additional information concerning this program may be secured from the State Coordinator of Programs of Career Exploration, Division of Vocational Education, Georgia State Department of Education.

HAWAII

OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE CENTER

PURPOSE: The purpose is to establish an Occupational Information and Guidance Service Center that would function on a statewide basis. The primary activity of the Center is to bring job and training opportunities to the attention of school-age youths. The objective of this program is to effect a closer and immediate relationship among schools, industry and government.

DESCRIPTION: This project, submitted under the provisions of Part D of the Vocational Education Amendments of 1968 and approved by the U.S. Commissioner of Education, will proceed immediately in establishing a Center that would provide resource material to school counselors and agencies working in the area of youth employment; conduct occupational guidance institutes for public and private agency counselors, school guidance counselors working with youth employment in model neighborhood areas; and conduct summer training programs in both neighborhood areas to acquaint youths of the intermediate and high school age with the range of occupations open to them.

PLANNING PROCESS: The occupational and training data obtained from various sources--such as the Department of Labor and Industrial Relations Data Bank; Hawaii Employers Council; labor unions; City, State, Federal, and private training agencies; and other private businesses and industries--would be adopted for and translated into a resource manual which would include general occupational information; field trip planning information about businesses, industries and government agencies which have agreed to participate in the occupational visitation program of the State; a directory of names of individuals who are experts in their occupational fields and who are willing to speak to student groups or individuals; names, locations, and types of occupational training opportunities available; and information on summer seasonal cooperative work experience and work study stations available in businesses, industries and government agencies of the State.

The Center also plans to have a multi-media production capability that would enable guidance counselors and others to present programs about the world of work through slides, tapes, periodic newsletters and reports, booklets, periodicals, etc. These productions would also be made available to public libraries, agencies, etc. Arrangements would be made with the public libraries, agencies and schools--especially in model neighborhood area exhibits and programs--to inform pupils, parents and citizens about jobs and occupational training opportunities in Hawaii.

The third operation of the Center is to conduct summer training programs in both model neighborhood areas to acquaint youths between the ages of 14-21 with the range of options available to them and to teach them saleable skills. To insure total effectiveness of the Center, plans are being made to provide information and assist vocational technicians and work coordinators in the planning of work experience programs to meet the identified needs of students. In coordination with other existing programs, the Center will further establish and conduct a concentrated training program and a cooperative work experience training program for intermediate and high school age youth during the summer months. The immediate objectives of these programs are to acquaint students with the range of occupations open to them and to provide them with the opportunity to sample practicable skills.

A cooperative work experience training program is scheduled to take place for students attending Waianae and Farrington High Schools during the summer. The occupational areas to be included will be determined by the community and school needs, after employment opportunities and student desires are considered.

The concentrated training program for 40 students, 14 years old and over residing in the model neighborhood area and are dropouts with no intention of continuing school, will be provided intensive classroom training in saleable skills to terminal students with no previous training. It is anticipated that participants will all have developed sufficient skills to enter the job market.

The State Director for Vocational Education and his staff will provide technical assistance and evaluative services to the Occupational Information and Guidance Service Center. Periodic reviews and recommendations will be conducted and issued to assure adequate performance of the program. Since the exemplary project was initiated by the State Vocational Education staff, every effort will be used to replicate the project to other geographic areas within the State based on a priority of need.

INDIANA

THE METROPOLITAN SCHOOL DISTRICT OF WAYNE TOWNSHIP
INDIANAPOLIS SKILL CENTER

The Research-Exemplary Program was initiated by the Metropolitan School District of Wayne Township to generate a new emphasis on vocational training. The prime concerns of this imaginative program were to serve the needs of a vast public interested in vocational training and upgrading programs, as well as, to expand the utilization of the facilities at the Indianapolis Skills Center. The responses to this Research-Exemplary program have indicated a new horizon to the possibilities in vocational education.

The project began with the implementation of Phase I on December 1, 1969. The objectives of this initial phase were accomplished in studying manpower needs, job opportunities, facility operations and staff requirements. In this period of program and curriculum planning, dropout students were identified and contacted to generate their interest in this vocational training program. Also, a very important step was taken to promote the opportunities available in the Research-Exemplary Program through contacts with industry and business concerns.

With the initiation of Phase I, simultaneously Phase II of the project began. This phase incorporated area guidance counseling to help establish implementation and evaluation procedures in the development of the program.

Phase III of the project began on February 2, 1970. With an initial enrollment of 65 students. With the program in operation, enrollment progressed rapidly through the middle of April with a total of 244 students. This rapid increase began to level with the summer months and total enrollment at the close of June was 386 students for the evening program.

Phase III of operation saw additional training sessions established to give greater depth and variety needed in the program to fulfill the trained skills demanded by business and industry. These additional training sessions designed for the Research-Exemplary Program were:

Diesel Mechanic
Heating and Air Conditioning
T.V. Repair
Drafting
G.E.D. (High School Equivalency Certificate Program)

One of the most outstanding developments to date in the Research-Exemplary Program, has been the enthusiastic response to the

training and upgrading opportunities by industry. Only to innumerate a few:

1. RCA has used R.E.P. secretarial training to upgrade women assembly line workers for secretarial openings.
2. The television repair services responded by initiating the establishment of a television antenna installation course meeting state requirements for licensing through R.E.P.
3. Several industry groups are utilizing the G.E.D. Program to give employees the opportunity to obtain an equivalent high school certificate which in turn puts them in line for company advancements.

The total vocational training possibilities as have been experienced seem limitless, with industry vitally interested in what R.E.P. is offering.

The objective of the Research-Exemplary Program is to provide vocational programs as identified by manpower needs and job opportunities to those persons in need of skill or upgrade training. The educational approach is designed to advance students at their own pace; allowing them to gain knowledge and experience as their interests expand. On-hand work gives the student a sense of accomplishment and generates learning within the perspective of a relevant vocational field. The program gives the student an opportunity to experience success which has importance far beyond just acquiring a skill.

The program is reaching beyond just providing vocational skills. High school credits can be issued in cooperation with Ben Davis High School of Wayne Township, and this is helping to establish occupational-educational goals. The program is giving many students a relevance and interest in their public education. Adults are also directed towards the opportunities in completing their educational goals. With the establishment of a General Education Development course of study and approval as a G.E.D. Testing Center, the occupational-educational focus of this Research-Exemplary Program is a totality in vocational education.

For more information contact: Tom Garrison, Director of Career Development, M.S.D. of Wayne Township, 1220 South High School Road, Indianapolis, Indiana 46241. Phone: 317-244-2478.

IOWA

AN EXPERIMENTAL EVALUATION OF SELECTED TECHNIQUES AND RESOURCES ON INSTRUCTION IN VOCATIONAL AGRICULTURE

PURPOSE: The purpose of this activity was to encourage and support an investigation of new instructional techniques and resources in the teaching of vocational agriculture in Iowa. The activity was so designed to assess: 1) the effectiveness of the audio-tutorial, single concept film, and prepared-lesson plan, field trip, demonstration, video tape, overhead projected transparency, and traditional methods of instruction on student achievement at each of the four high school grade levels; and 2) the effectiveness of individual and group instructional techniques and resources on student achievement in vocational agriculture. The population served by the activity included 237 local vocational agriculture programs in Iowa. The outcomes of the activity can be applied to all other vocational education programs at the local and area school levels.

DESCRIPTION: The activity involved 2,503 vocational agriculture students enrolled in 48 Iowa high schools that were conducting approved four-year programs of vocational agriculture. The activity was conducted under the supervision of staff members in the Department of Agricultural Education at Iowa State University. It was supported with funds provided through the Research Coordinating Unit, Career Education Branch, State Department of Public Instruction, Des Moines, Iowa, and the Iowa State University Agriculture and Home Economics Experiment Station, Ames, Iowa.

All techniques and resources tested were found to be effective in increasing student achievement at each of the four grade levels.

Students' interests, aptitudes, social and economic backgrounds were observed to have a real effect on student achievement. It was concluded that the use of these techniques and resources tested in this activity should be geared to student characteristics when used in classroom teaching.

Results of this activity identified procedures that could aid in formulating guidelines for improving instruction in vocational agriculture and other vocational programs at the local level. These guidelines should be used by school administrators, guidance directors, and vocational agriculture instructors in improving their programs.

The activity also identified procedures that could be followed by state agencies involved in various phases of public education in improving instruction in state programs of vocational agriculture and other vocational programs at both the secondary and post-secondary levels.

PLANNING PROCESS: An outline of the proposed activity was developed by staff members of the Department of Agricultural Education. Included in the outline was a statement of the proposed activity, objectives to be satisfied, procedures to follow in conducting the activity, and analysis of the results. Specialists in the fields of education, psychology, and statistics were consulted to ascertain whether the activity was realistic in light of current needs in the field and to determine whether it was directed toward meeting these needs.

The outline was presented and discussed before the Iowa Research Coordinating Unit committee. Suggestions for improvement were received from this committee and funding was approved for conducting the activity. Members of this committee were involved in the activity in a supervisory and consultative capacity throughout the testing period.

Local school administrators and guidance directors in the test schools were involved in two of the planning sessions prior to the beginning of the test period. This was done to insure proper implementation of the activity and to stimulate their interest and involvement in the purpose of the activity.

The major problem associated with this activity was that of making certain that the tests were carried out in the schools as planned. Involvement of specialists in the field of education and related fields, the Research Coordinating Unit committee, and local school administrators, guidance directors, and vocational agriculture instructors in the planning and execution of the activity aided greatly in solving this problem.

KANSAS

KANSAS RURAL-URBAN-SUBURBAN EXEMPLARY PROGRAM

PURPOSE: An exemplary program in occupational and career orientation coupled with vocational exploratory experiences and vocational classes; grades K to 12 in three communities in Kansas representing rural, urban, and suburban schools. Development of an educational program with occupational information integrated into the elementary curriculum, exploration activities at the middle school level and occupational training at upper school levels.

DESCRIPTION: Program combines exemplary monies for the State combined with that allotted by the Commissioner and directed by the Division of Vocational Education at the State level. Combining teacher training institution efforts as a contractor for in-service training, teaching media and reference materials, evaluation and report dissemination as related to the three exemplary program centers.

Objective: To develop occupational orientation programs for Kansas schools by September, 1975.

PLANNING PROCESS: Program planned through cooperative efforts of vocational program supervisors, local vocational directors and vocational teacher training staff at Kansas State University.

For additional information contact Wilbur A. Rawson, State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612.

KENTUCKY

EXEMPLARY PROGRAMS IN VOCATIONAL EDUCATION
UNDER PART D OF THE VOCATIONAL EDUCATION ACT OF 1968

The Vocational Education Act of 1968 authorized support for exemplary programs in vocational education. The purposes, as indicated by the legislation, are to stimulate and assist in the development, establishment, and operation of programs or projects designed to make the transition from school to earning a living.

In accordance with the purpose sent forth in Part D of the Vocational Education Act, 18 exemplary programs were submitted to the Bureau of Vocational Education in Kentucky. Proposals were reviewed by a panel of consultants. The panel members were State Department of Education personnel from the office of the Superintendent, Bureau of Instruction, Pupil Personnel, Federal and State Relations, and Task Force members from the Bureau of Vocational Education. Another member on the panel represented Higher Education. The panel of consultants recommended approval of two projects: Clay County and Henderson County.

The Clay County project, "Exemplary Program in Vocational Information in Counseling in Employment of In-School and Out-of-School Youth," is a prototype that provides direct contact with career information in vocational counseling for 500 disadvantaged youth in a rural area.

Through close cooperation and coordination with various agencies and the public schools of Clay County, utilization of resourceful people, field trips, vocational oriented materials, and counseling, the needs of the disadvantaged may be met.

It is anticipated that the project will lead participants to a more meaningful understanding and realization of the role vocational education has in developing skills for job entry.

The Henderson County project, "Vocational Education Curriculum Integration Project," is a model emphasizing the importance of a continuum of prevocational experiences to job entry. The need for this project arises from a shifting of rural population toward urbanization. Concepts of the world of work will be integrated into the school curriculum at the elementary level and continue through the twelfth grade and possible job entry.

The Henderson County project emphasizes a continuum of a prevocational overview of the world of work in the elementary school for the disadvantaged in an urban area. In the middle school years, provisions are made for a more intensive occupationally oriented curriculum using occupational information. Four

occupational information teachers will implement the program through exposing the student to actual part-time employment.

At the secondary level, the special teacher will act as liaison between the student and the business community, and by using the cooperative method, create a more meaningful school curriculum.

The desired outcomes of these projects are to:

1. Encourage cooperative agreements with other agencies of the community and state.
2. Broaden the occupational aspirations and opportunities for the disadvantaged and handicapped.
3. Familiarize students in rural and urban schools with specific jobs of the world of work in their community.
4. Develop a model on a planned systematic basis allowing students to experience involvement with the world of work through part-time employment.

KENTUCKY

SERVICES FOR THE EMOTIONALLY DISTURBED STUDENT - AN INNOVATED APPROACH

Due to an increased incidence of psychological disturbances in young adults, middle-aged persons and others, caused by undue stress, academic pressures, environmental problems, divorce, suicide and a myriad of other difficulties, it is particularly necessary for vocational educators to provide services and programs to meet these problems. For these reasons, the Northern Kentucky Area Vocational School has developed a twofold project to attempt to ameliorate or attenuate some of the significant problems of the seriously emotionally disturbed, hence, it is hoped, aiding them toward employability and self-sufficiency.

The project includes two significant aspects; the provision of psychological, psychiatric and counseling services for therapeutic purposes and, secondly, a curriculum, "Basic Business Machines Operation," for occupational training purposes. The intent is, through these two phases or points of attack, to aid the individual in gaining some degree of psychological homeostasis in his personality as well as a salable skill which contains, within the occupational profile, certain fundamental and crucial ingredients which lend themselves to successful employment: e.g., minimal interpersonal contact, minimal stress orientation, minimal complexity, maximized employability in an urban community and the like; hence, the choice of the Business Machines Operation thrust.

The psychological services will be offered on a contractual basis with the Comprehensive Care Center in the community, rehabilitative and other associated services through Goodwill, Rehabilitation Service, Catholic Social Service and others, hence, maximizing the cooperative use of community resources to solve a community problem. The occupational training services will, obviously, be provided by the Northern Kentucky Area Vocational School with support from the Bureau of Vocational Education, as well as other state and federal agencies as needed.

A word on the curriculum. Care has been taken to attempt to offer as broad and comprehensive an occupational training program as possible, keeping in mind at all times the nature and behavioral patterns of the emotionally disturbed individual. Such characteristics as fight-flight neurotic behavior patterns, short attention spans, extraordinary mood ranges (e.g., as in the manic-depressive client), the high degree of acting-out behavior of the lower socioeconomic strata urban youth, and the like, have lead to several precautionary measures. The training will take place during the early evening, after day classes have finished, hence, minimizing contact with large numbers of other students. Counselors,

trained and experienced in handling crises, will be on hand at all times. Classes will be only three hours in length per day. Supportive services will be available continuously to aid any individual in his developmental progress through the program.

The curriculum will include training on Calculators, Duplicators, Key Punch Machines, and Micro Film and Scanning equipment (3M 3400 System). In addition is included Fundamental Accounting, Office Practices and Procedures, Business English and Communication Skills and Business Etiquette.

Provisions have been made for extensive evaluative procedures including closely coordinated communication among all agencies involved, thorough psychological evaluations, aptitude assessment, progress assessment, follow-up activities for a two-year period, if found feasible, curriculum review and so forth.

MAINE

NEW OPPORTUNITIES FOR WORK (NOW)

PROJECT OBJECTIVES:

1. To establish an effective pupil personnel service with basic function of orientating elementary and secondary level students to the wide range of work opportunities available.

2. To strengthen and extend vocational education opportunities in the local area by providing work experience through cooperative education activities.

3. To provide an "Open Door" Policy to vocational programs which encourage students to enter occupational education offerings at any age or without previous experience.

4. To provide intensive and specific job entry training for students not previously enrolled in vocational programs just prior to their leaving school.

5. To provide intensive occupational guidance, counseling, and initial placement services for those individuals about to leave and/or those who have left school.

PROCEDURES: The New Opportunities for Work Program will be conducted as an integral part of a developing comprehensive regional vocational education program which encompasses 10 towns and cities in Central Maine. It will concentrate on a career development approach for all students, including the disadvantaged, beginning in the elementary grades and extending through high school termination with job placement and follow-up capabilities. Cooperative work experience and short-term intensive skill training will complement and enrich the approach. Project objectives will be achieved through close working relations of guidance persons with keen knowledge of career development and the world of work, a cooperative education coordinator and an Employment Security Officer, all under the leadership of a dynamic project coordinator and advisory committee. Program activities will be headquartered within the Lewiston School District but will serve all public and nonprofit private school population of the entire regional vocational district. As a model, it will be evaluated, demonstrated and disseminated for implementation throughout the State of Maine.

EXPECTED CONTRIBUTION: The NOW project will serve as a student career development model by which other school personnel can develop an awareness, interest, trial and adoption of similar programs.

MARYLAND

THE MARYLAND CAREER DEVELOPMENT PROJECT

PURPOSE: The purpose of the Maryland Career Development Project is to demonstrate, through a series of sub-projects designed to facilitate career development, the merit of this concept for making educational programs more relevant and more meaningful, and therefore to serve the needs of more people in the State. The project is designed to show how an emphasis on facilitating career development may accomplish the following objectives:

(A) Help individuals develop a more positive self-concept and a greater degree of self-understanding.

(B) Help individuals understand the range of educational and career opportunities and options available to them now and in the future.

(C) Help individuals understand and utilize the decision-making process more effectively.

(D) Help individuals make smoother transitions from school to further education or training, to employment, or from employment to additional education or training.

DESCRIPTION: The Maryland Career Development Project will consist of four operational sub-projects which will be located primarily in Baltimore City. Two additional phases of the project provide for statewide dissemination of information about the concept of career development. The four operational sub-projects are:

(A) To provide a resource person to work with the faculties of five elementary schools in Baltimore City. This resource person would help faculties to become knowledgeable of the concept of career development and work with them in developing appropriate plans and activities to facilitate and to foster this development at the elementary level. Specifically, the resource person will help faculties develop activities which will enhance the self-understanding of students; help students become more familiar with the changing world of work, technology, and leisure; and help faculties encorporate these concepts in existing curricular offerings in such a way that these offerings are made more interesting and meaningful to children.

(B) The development of a career exploration workshop with the cooperation of the University of Maryland. The basic idea of the workshop will be to bring together teams of three: an industrial arts teacher, home economics teacher, and a counselor from schools throughout the State. The purpose of the workshop will be to help

the teams develop effective ways of planning and implementing career exploration programs at the junior high school level utilizing existing industrial arts and home economics facilities. It is hoped that next summer this workshop can be expanded so that additional instructional personnel such as science teachers, and social studies teachers may be involved in the workshop. The rationale behind the workshop is to involve increasing numbers of junior high school personnel in the career exploration process, so that this becomes a total school responsibility and not simply the responsibility of the school counselor or any other individual within the school.

(C) Skill training and Placement Program. This phase of the project would make available, starting during the summer months, skill training in approximately eight areas such as key punch operation, machine sewing, and other areas, along with pre-placement and placement activities. This workshop is designed to correct the situation which each year finds large numbers of high school graduates who have pursued a general education program who graduate into the labor market in June without specific skill training. These individuals face the discouragement of competing for job openings with large numbers of students, many of whom have specific skill training, others of whom are college students seeking temporary summer employment. This workshop is designed to give such individuals a specific skill training and to be sure that they have job finding skills and assistance with the important initial job placement.

(D) A computerized Information System. This system, which hopefully will be developed in conjunction with the Maryland State Employment Services Job Bank, will not only provide information about job listings but will also provide information about careers, and available resources for schools who wish to plan career development programs at the junior high school and senior high school levels.

In addition to these operational sub-projects two aspects of the project are designed to aid the development of career development activities throughout the State.

(A) A series of 15 twenty-minute TV programs which will be aired on the state's educational TV network with a planned target audience of grades four through eight.

(B) The development of a state career development notebook which will list the objectives of career development programs, list appropriate activities, specify evaluative procedures, and catalog available resources.

This project will be funded under the Exemplary Programs section (Part D) of the Vocational Education Amendments of 1968 under the

terms of the project submitted by the Maryland State Board of Education to the U.S. Commissioner of Education.

PLANNING PROCESS: This project was the outgrowth of an interdivisional task force on career development which includes representatives of the major instructional divisions of the State Education Department: Instruction, Vocational Education, Instructional Television, Library Services, and Urban and Compensatory Education. This task force itself is an outgrowth of the operational plan formulated by the Division of Vocational Education. The development of the interdivisional task force and the subsequent statewide career development project is indicative of the leadership that the Vocational Education Division has provided in the area of career development.

The development of relationships between the major educational divisions of the State Education Department has been mentioned. In addition, the outstanding cooperative relationship between the State Education Department, the Baltimore Public Schools, the University of Maryland, and numerous community organizations such as the Baltimore Chamber of Commerce, the Voluntary Council for Equal Employment, and the Maryland State Employment Services is important. Since the project is not yet operational, the effectiveness of the planning process will be determined by the success of the overall project. Some problems have developed, primarily due to funding uncertainties, but they are quite trivial when compared to the enthusiasm of the participants for the overall project. Realistically, this enthusiasm plus considerable commitment will be needed to transform these prototype operational activities into a statewide plan and policies to facilitate the career development of the people in the State of Maryland.

For additional information, contact the project director, E. Neil Carey, Maryland State Department of Education, 600 Wyndhurst Avenue, Baltimore, Maryland 21210.

MARYLAND

CAREERS UNLIMITED: A VOCATIONAL EDUCATION TELEVISION SERIES

PURPOSE: The purpose of this ITV series is to assist all intermediate and middle school students in the process of career development. It will have as its central focus the expansion of the student's understanding and appreciation of himself and the potential work environment. It will permit the student visual access to the multitude of career alternatives which exist around him and will encourage his exploration of these alternatives by way of vicarious experiences.

OBJECTIVES (Behavioral): Through the medium of television it is hoped that children will:

1. Recognize that all legitimate occupations are necessary and worthwhile by observing the interdependence of people and tasks upon one another.
2. Be able to identify the sequential steps in decision-making.
3. Learn that work habits developed now are likely to carry over into job performance.
4. Witness the importance of cooperative group effort in achieving common goals.
5. Observe ways in which extracurricular and recreational activities may be connected to future occupational choice.
6. Recognize the correlational between school subjects and various occupations.
7. Understand that one's first career choice need not be one to which he is restricted for the rest of his life.
8. Understand that work provides satisfaction in its own right.
9. Observe various work settings and the people in them in terms of likes, dislikes, and beliefs.
10. Become more cognizant of the career possibilities and influences within their immediate communities.
11. Recognize the differing patterns of men's and women's vocational participation and the determinants of those patterns.
12. Witness how the uniqueness of each person can contribute to others, as well as to his own fulfillment, through creativity within a task.
13. Learn about several broad career areas and the many opportunities contained within these areas.

POPULATION TO BE SERVED: The series will be scripted for use with the middle-school aged child in the hope that its upward-downward deployment in the elementary and secondary school settings can be facilitated. Counselors, teachers, and administrators would schedule its showing during school hours in juxtaposition with classroom activities. It is also seen as being used for in-service

training, adult education via PTA and other groups, as well as by local community agencies and employers. Spot showings of key programs within the series will be made available to local television stations.

DESCRIPTION: Fifteen programs of 25 to 30 minute duration will be developed on video tape. While the emphasis of the series will be on an overview of Career Development; what it means to the individual and to the economy of the community, with the explicit objective being an impact upon attitudes, the series will also develop specific information about broad occupational fields. Upon implementation of the series, written guides containing supplementary classroom activities which the teacher and/or counselor may use as baselines for their own innovations will be at hand. It is visualized that the series would be used in whole or in part for:

- workshops for counselors
- teacher education programs
- civic and business groups
- Vocational Advisory Councils
- private and parochial schools
- out of state exchange
- private and public technical schools
- group guidance sessions with parents
- career clinics

. . .beyond its primary function in the classroom.

COOPERATING AGENCIES AND FINANCING: The costs of production will be funded through the Division of Instructional Television, Maryland State Department of Education. In addition, the Division of Vocational Education will appropriate considerable funds permitting acquisition of consultants, writers, etc. who are not supported by the Division of ITV. A further source of funds will be those obtained by the statewide Career Development Project as it is funded by the U.S.O.E.

PLANNING PROCESS AND SEQUENCE: A steering committee for the purpose of coordinating and directing activities was appointed by the Assistant State Superintendent of Vocational Education. The committee is comprised of representatives of that division, the division of Instructional Television, State and local guidance supervisors, and a representative of the field services of the Bureau of Educational Programs. There will be sub-committees for the development of each program who will represent students, teachers, parents, and the business community. Consultants, resource agencies, local news media and out-of-state educational news agencies will serve in an ad hoc capacity.

A. Approval of Project by Director's Council
B. Approval of entire Career Development Project
C. Obtaining Consultants
D. Conference

E. Interviewing Personnel
F. Hiring Personnel
G. Program Development

SUMMARY: The steering committee is now at stage C in the planning sequence. During FY 1971 it is hoped that the series will have been written, filmed, and field tested prior to its first appearance in September of 1971.

MICHIGAN

AN EXEMPLARY PROGRAM OF WORK TRAINING FOR DISADVANTAGED YOUTH IN THE PRIVATE SECTOR OF EMPLOYMENT

Project Director: Harold S. Fisher

Applicant Organization: Muskegon Area Intermediate School District

Duration: August 15, 1970 to June 30, 1973

This project proposes to provide an opportunity for socially, economically, and educationally disadvantaged youth from five K-12 school districts to be placed in training and work experience programs in the private sector of employment. Linkage with the state approved county-wide cooperative training program and special related instruction programs in the local districts involved will provide for the granting of credit toward graduation for the work training.

Existing coordinators will be utilized to do job development, screening, placement, and coordination of the trainees enrolled. One added coordinator is to be employed in the Whitehall area.

Work situations in the private sector will be meaningful and practical in nature, and training will be directed toward eventual full-time employment in business and industry. Counseling and close coordination between job, school, and home are a vital part of this program.

Wages paid to trainees by employers will be subsidized on a downward sliding scale as the student progresses and becomes a productive employee. Enrollees will receive training from supervisors on the job. This training will be supplemented by related instruction and coordination in the school. Every effort will be made to schedule the youth into other regular vocational programs at the school which will relate to the training situation.

Linkage will also be made with the Neighborhood Youth Corps program which is also operated in the area by the Muskegon Area Intermediate School District.

It is expected that this program will improve the present vocational programs in the local schools by opening doors to disadvantaged youth who, heretofore, have not been accepted in or enrolled in vocational programs.

MICHIGAN

COMPUTER-BASED GUIDANCE AND CAREER EXPLORATION SYSTEM

Project Director: Alva E. Mallory

Applicant Organization: Genesee Intermediate School District

Duration: June 1, 1970 to June 1, 1973

This project proposes to overcome many of the problems which hamper the guidance process through pursuit of objectives aimed at: a) increasing the overall effectiveness of the guidance process, b) making guidance and counseling more relevant for disadvantaged youth, and c) using computer technology combined with human understanding to help students bridge the gap between high school and the world of work.

Since most students enter the work force without pursuing academic post-secondary programs, effective guidance in high school is essential in order to channel occupation-bound students into programs of study which will lead to satisfying careers.

This project calls for the storing of occupational, educational and student information in a computer. Students will use terminals equipped with input devices, typewriter printers and viewing screens to explore occupations and educational programs. Twelve terminals would be used the first year, 25 the second and 50 the third.

Printed summaries from the computer will be provided for consideration by the student, his parents and the counselor.

The project will serve 5,000 students the first year, 14,800 the second and 43,000 the third, primarily from grades nine-12.

Public and nonprofit private school students will be treated equally.

The evaluating agency will be Teacher's College, Columbia University.

The Industrial Mutual Association of Flint and local employers have cooperated and provided the services of an occupational analyst to gather, write and edit information about occupations in the metropolitan Flint area (Total contribution $5,000).

In addition to the stated objectives, the project will contribute to the improvement of the quality and quantity of occupational education by identifying the career objectives of the students and

providing up-to-date occupational information for them. The data derived from student responses will point to needed curriculum changes and thus lead to the development of improved programs and to extending and expanding occupational education to persons not currently being adequately served.

MICHIGAN

THE STUDENT PREPARATION FOR VOCATIONAL TRAINING AND EMPLOYMENT

Project Director: Leo Schuch

Applicant Organization: Ingham Intermediate School District

Duration: August 17, 1970 to August 17, 1973

The basic purposes of this project are:

1. to inform students, teachers, counselors and parents about vocational training and employment opportunities.
2. to involve students, teachers, counselors, parents and industry representatives in the investigation of and planning for prevocational experiences and occupational training, as part of the schools' curriculum.

The principal exemplary feature of this project would be to show how school staff, parents, industry and others can work effectively with students (grades K-12) to inform them of employment opportunities and help prepare them through adequate training for entrance into the labor market.

This project will involve counselors, assigned at all school levels, as the implementors in informing and involving students and others about prevocational experiences and training. Counselor activities would include:

1. classroom instruction in presenting information
2. group counseling, in discussing opportunities, needed skills and training
3. field trip organization
4. industry representatives interviews
5. occupational interest survey coordination and interpretation
6. in-service meetings with school staff
7. parent meetings
8. dissemination of occupational information to school staff, students and parents.

This project will contribute to the improvement of occupational education by focusing on prevocational experiences, as a needed part of the school curriculum. These experiences are often overlooked in schools and especially so at the elementary school level. The implementation of this project and its activities will aid schools to see their present inadequate involvement in this area and motivate them to meet their own needs through revision or expansion of their school's program.

MICHIGAN

SPEED
A SPECIAL PROJECT TO ELIMINATE EDUCATIONAL DISADVANTAGES

Project Director: K. Dale McAlvey

Applicant Organization: Petoskey High School

Duration: July 1, 1970 to June 30, 1973

OBJECTIVES: The objective is to completely individualize the vocational program in our Area Vocational Center. The individualization will be done by breaking all courses down into small units of work, called behavioral objectives. Through the behavioral objectives we will be able to: 1) evaluate whether or not a student has the prerequisites to take a unit of instruction; 2) specifically state what we are going to teach and how, and provide for varying methods, rates and depths of learning; 3) objectively evaluate what we have taught; and 4) objectively report to students, parents, and employers what a student has accomplished. Letter grades will be eliminated.

ACTIVITIES AND PROCEDURES: As stated under objectives we intend to individualize our total Area Vocational Center program by writing and using a method of instruction built around behavioral objectives. Our total staff has agreed to cooperate provided: 1) we hire a full-time consultant familiar with individualization and behavioral objectives; 2) we hire a full-time secretary to type up, reproduce and file the objectives; 3) get additional needed equipment and supplies to produce good instructional material built around the objectives; and 4) provide for some added compensation for increased time spent in objectivizing our program. We have budgeted to meet the above conditions and propose over a three year period of time to reach our goal of individualizing our program through the development and use of behavioral objectives.

In this time the consultant will work with teaching staff, counselors, including the one at the area vocational center, those in participating schools and the one on the mobile van, and with personnel from cooperating agencies and private business to develop appropriate behavioral objectives.

As the behavioral objectives are developed they will become a part of our instructional approach. Our activities and procedures are intended to get us to a point where a student will be able to move through any phase of our program at his own rate, using various methods of learning and performing at various depths. He will also be able to cross pollinate his areas of study, enter courses on a schedule other than the "normal" school schedule, and end up

with a personal profile which will give him an objective report on what he has studied, the behavioral objectives he has covered, and along with that, the percentage of his proficiency. No letter grades will be used.

EXPECTED CONTRIBUTION TO DEVELOPING NEW MODELS OF OCCUPATIONAL EDUCATION: The contribution of SPEED in terms of individualizing a vocational education program through behavioral objectives, especially when the program will provide for cross pollination of courses, an objective means of evaluation, reporting, etc. will in itself help develop a model of occupational education. However, when you see the setting within which SPEED will operate, i.e., an area vocational center, mobile vocational counseling service, Michigan Employment Security Commission, Concentrated Employment Program, Division of Vocational Rehabilitation, and with business and private individuals through our cooperative education programs, the model aspects increase by multiples.

Unfortunately, we have not been able to demonstrate supportive funding save through the local district, but all the above agencies have been contacted and have wholeheartedly agreed to cooperate with us in the development of relevant behavioral objectives. Perhaps this is as valuable as shared funds. SPEED will help all of us to support each other.

The advantages of SPEED to the disadvantaged student can be measured only in terms of how much one values the opportunity for a student to move through an educational program that is adjusted to meet the students' needs. Such an opportunity has a very high priority for me. Therefore, since I see SPEED proposing to provide for almost complete individualized flexibility and at the same time coordinated with the school and other agencies to support that flexibility its model aspects are immeasurable.

2

MICHIGAN

VOCATIONAL OCCUPATIONAL GUIDANCE FOR OUT-OF-SCHOOL YOUTH

Project Director: Lorena G. Burton

Applicant Organization: Romulus Community Schools

Duration: July 1, 1970 to June 30, 1971

OBJECTIVES: The nature of the exemplary project for Romulus Community Schools is an attempt to assist a large number of high school dropouts. This project would consist of afternoon, evening and Saturday classes which could be high school completion classes or classes to upgrade the skills and competencies of young adults. Counseling would play a big part in any project of this nature. The counseling would consist of a degree of professional counseling, but the greater part of the counseling would come from any dropout who has become motivated to help himself and who has shown an interest in assisting others to see a need for completing their high school diploma requirements.

We believe that motivated dropouts and para-professionals can be effective in recruiting others who need to be encouraged and who need to be shown a purpose for their return to formal education, but, perhaps, given in an informal setting. We suspect that many of the returnees could be counseled into vocational classes.

Facilities for the vocational classes are already in existence. We are concerned that the facilities be used to the advantage of more students than are served in the regular day school programs. The available vocational facilities are: 1) Business, 2) Cosmetology, 3) Commercial Foods, 4) Auto Mechanics, 5) Graphic Arts, and 6) Health Careers.

Our surveys of dropouts reveal their whereabouts. Many of them have come to the schools to indicate their interest in gaining additional skills and knowledge in order to be more successful in the labor market.

The existing day school program has not been effective in holding our students until graduation. The high dropout rate is in itself an indication that the day program has failed. Reasons for this failure are due to a number of reasons, not necessarily in a rank order.

1. We live in a suburban area where odd jobs have been easy to get (gas stations, babysitting, grocery stores, etc.) and money is a temptation.
2. Our community is composed of a large number of families who are not sympathetic to schools.

3. In the past (before vocational education) students lost interest in many of the academic classes.

4. Many students have a low esteem of themselves and they cannot believe that they can be successful at all.

5. Many classes have been overcrowded, and the students have not been able to get individual help in language and mathematics skills.

6. We have not had a sufficient number of counselors in grades K-12. Many of the existing counseling services have not been vocationally-oriented.

ACTIVITIES OR PROCEDURES: To marshall all of the educational resources of the community to program for all its citizens regardless of races, creeds, and socioeconomic levels, by extending vocational programs beyond the regular school day, including afternoon, evening and Saturday classes, if necessary. Coordinating the efforts of the school, industry and all social agencies in a very real attempt to provide occupational education and training suited to the needs, interests, and abilities of out-of-school youth. To prepare them for entry into gainful occupations that are available in the community by providing occupational guidance and placement services for them.

EXPECTED CONTRIBUTION TO DEVELOPING NEW MODELS OF OCCUPATIONAL EDUCATION: In the Exemplary Program for Romulus Community Schools, the primary emphasis in counseling is away from the traditional approach of limiting the counseling services from that of office professional personnel to those services and activities designed to help the student make decisions and choices leading to employment.

Through the Guidance Program for Out-of-School Youth, students will be counseled into planning and programming for their own careers.

The guidance and counseling services are to be included as a function of the regular Vocational Education Programs in the schools, serving mainly to open the doors of opportunity to young students who have lost all faith in any educational activities since the instruction nor materials have been relevant to them.

The program is now being planned for at least a three year period so that students can be given the opportunity to make a series of choices for themselves based on their own knowledge and the world of work that surrounds them.

Vocational courses are being scheduled so that students will get "on-the-job training" as well as theory and the attaining of their goals and objectives are realistic for available as well as new and emerging occupations.

Curriculum will be broadened to familiarize vocational teachers, coordinators, directors and/or administrators, with new methods and materials that will aid students in making occupational choices including entry jobs and additional training. The program for the second and third year will be aimed at the potential dropout student, before he leaves school.

MINNESOTA

SOUTH CENTRAL VOCATIONAL CENTER: A CASE STUDY, JULY 1970

PURPOSE: The purpose of this study was to provide specific information on the vocational center as one kind of project which state education agencies can undertake in order to fulfill their leadership responsibilities. The South Central Vocational Center was developed to meet the needs of people in its member school districts and to demonstrate the feasibility of inter-district cooperation as a method of organization for vocational education in Minnesota. The objectives of the Center, set forth by its member schools, were to provide: 1) educational programs which are relevant from the point of view of those students whose needs are not being met in their home schools systems, 2) saleable skills for those students who will not continue their education beyond high school, 3) structured articulation between secondary and post-secondary vocational education programs.

The vocational center was not to eliminate established vocational programs but to add new programs which a single school could not support alone. In this way the Center was to increase the opportunity for students to participate in relevant vocational programs. Inter-district cooperation was viewed as a means to these ends. Due to the success of the South Central Vocational Center the State Department of Education has planned for 25 secondary vocational centers by 1974. Nine of these centers will be in operation during the school year 1970-71. Forty centers are at some stage of development.

DESCRIPTION: The South Central Vocational Center is located at Blue Earth, Minnesota. The member school districts are: Blue Earth, Bricelyn, East Chain, Elmore, Frost, Grenada, Huntley, and Winnebago. The administrative structure for the vocational center extends from the State Board for Vocational Education through the boards of education of the member schools, to the administrative executive committee and administrative advisory committee, to the Center's vocational director and the vocational instructors who cooperate with program advisory committees. The use of committee type organization for the Center's administration was purposeful. This type organization provides the flexibility and involvement necessary in getting school districts to cooperate effectively.

Advisory committees are in force at two levels. The administrative advisory committee serves in a total program advisory capacity involving major Center issues. The program advisory committees are formed for each of the Center's instructional programs to develop curriculum and maintain local industry contact. Finance for the first two years of the vocational center's operation comes from

regular vocational education reimbursement funds, exemplary funds under Part D of the Vocational Act of 1968, and local funds. The Center personnel are hired on the basis of vocational experience, teaching experience, formal education and necessary personal characteristics. Guidance and counseling for participating students is the responsibility of the students' home school.

Four programs form the major core of Center offerings: automobile mechanics, business-office education, electronics and health occupations. In addition, a nine-week introductory electronics course at the junior high level was provided at seven of the member school districts. Four adult evening classes were also offered in the four program areas mentioned above. An adult farm management program was started in December of 1969 also.

PLANNING PROCESS: The first major step in implementing the South Central Vocational Center occurred when the superintendent of the Blue Earth school district issued an invitation to surrounding school districts concerning participation in a cooperatively sponsored vocational center. Those superintendents responding met to discuss the possibilities and problems of a jointly supported vocational center. Staff members of the program planning and development section, Division of Vocational-Technical Education, Minnesota State Department of Education, were on hand at this meeting to answer questions concerning legality, organization, state and federal support, budgeting, and programming. At this meeting an administrative committee was formed which consisted of the superintendents of Blue Earth, Bricelyn, Huntley and Elmore plus the Blue Earth vocational director. The four local school boards and the cooperating school districts were contacted concerning the proposed center. Two surveys were conducted. First, a survey of industrial needs in the school districts and surrounding communities was made in order to generate a potential list of programs that might be offered. Using this list the sophomore and juniors of cooperating schools were surveyed to determine potential program interest of both students and parents. Using this information for support, the superintendents met with the local school boards concerning the center. All boards passed a resolution supporting the establishment of a vocational center. At this point the Center's administrative committee with State Department consultations set up the budget and began enrolling students, hiring teachers, developing programs, and acquiring equipment and facilities. Two problem areas identified were program scheduling and transportation. Center courses must be scheduled so as to coordinate with those of member schools. The transportation problem had two dimensions: time and cost. With respect to time factors there appeared to be no means of reducing the travel time in the near future. Each member school district pays transportation cost to the Center for its students. Cooperative arrangements between school districts have deferred some of these costs; however, transportation costs

are still a burden particularly to smaller districts located greater distances from the Center.

The major constraint on program expansion at the Center was total secondary student base or numbers in its member school districts. New adult, junior high, and elementary vocational education programs were indicated as a potential answer to this constraint. It was noted that the superintendents did not perceive the Center as a step toward school consolidation, rather it was a method of reaping the benefits of consolidation while maintaining their local school's identity. Inter-level educational planning has been initiated by the Center's vocational director. The director has met with representatives of post-secondary vocational schools in the area. With instructor recommendation and passage of entrance examinations, Center graduates can obtain advanced standing in some post-secondary programs.

A new dimension of expansion for the Center will be investigated in the next year. The dimension involves in-class instructional emphasis in the eleventh grade and on-the-job experience emphasis in the twelfth grade. Another factor to be investigated involves increasing the homogeneity of enrollees in a given program. The objective of this activity would be to reduce required remedial training in certain basic skills for small groups of students.

NOTE: The original resume submitted has been revised in order to better fit the format of this publication.

MISSISSIPPI

THE CAREER-CENTERED CURRICULUM FOR VOCATIONAL COMPLEXES IN MISSISSIPPI

OBJECTIVES:

1. To establish structural relationships which will facilitate implementation of the Mississippi Occupational Orientation Program in at least one Vocational Complex and in grades seven-12 of each of the attendance centers of the school system.

2. To establish the necessary relationships with local businesses and industries to provide cooperative (work-experience) education in all aspects of vocational offerings in an effort to better meet total manpower needs.

3. To provide intensive and short-term entry level skill training immediately prior to exit from the school, for those students who have not previously been enrolled in one of the regular vocational programs.

4. To establish an intensive program of guidance-counseling-placement, relating to activities in Objective 1 above, and including activities which will assure adequate post-training work adjustment for each student.

5. To structure the continuation of this exemplary program beyond the first three years.

PROCEDURES:

1. The Occupational Orientation Program (OOP) was begun in September, 1969, in grades seven-12. After this year it will be offered primarily in the seventh-ninth grades, but will still accommodate students in higher grades who were unable to schedule it in the seventh-ninth grades.

2. The cooperative education aspect of this proposal is an extension of the OOP in that it will provide exploratory experiences in occupations, as well as work-experience of varying duration for students who have already entered one of the longer term training programs.

3. Following ascertainment of interests and attitudes of nonvocational students, special intensive, short-term courses will be set up to offer entry level job skills; e.g., seniors might spend one-half to full-time during the second semester of their twelfth year in courses that would include sales and marketing skills, or metal working machine skills, etc.

4. A placement office will be established within the Vocational Complex to coordinate placement on jobs, work-adjustment counseling, identification of needs for retraining, and/or placement in post-secondary occupational training.

5. Continuation of the program will be facilitated by joint state and local funding.

PLANNING PROCESS: The project was planned while attempting to keep in view the student's total school experiences as preparation for life, with earning a living as the prime focus. Intra-State Department of Education planning activities involved the areas of Guidance, Cooperative Education, Occupational Orientation, and Disadvantaged and Handicapped. Intra-state agency involvement included the Vocational Division of Vocational Education, the Research Coordinating Unit, the Curriculum Coordinating Unit, the State Advisory Council for Vocational Education, and the Jones County Board of Education.

Additional planning activities involved, to varying degrees, such U.S. Office of Education personnel as Dr. Sidney High, Mr. James Wykle, and Mrs. Joyce Dechman. Since initial submission of the project, further contacts have been made with Dr. Leon Minear and Dr. Albert J. Riendeau. Plans for evaluation of the project using computer programming have been discussed with officials of Jones County Junior College.

Planning continues even as the program gets underway. Undoubtedly further consideration will need to be given to scheduling, provision of proper facilities, equipment, and supplies.

MISSOURI

EXEMPLARY PROGRAM AT MOBERLY

PURPOSE: The project is entitled, "A Career Development Program For Students in Kindergarten Through Grade 12." The total project covers a variety of activities at various grade levels and specifically has the following objectives: 1) To develop and maintain respect for self, for others and for the world of work; 2) To expose each student to a variety of occupations during elementary school years; 3) To develop the ability to make wise occupational decisions. The project is designed to give elementary students the proper background for the vocational program that the district provides for career development at the secondary and junior college level.

Students to be served include 1,500 in grades kindergarten to six, 450 junior high school and 950 high school students.

DESCRIPTION: The career development program will be closely integrated with the regular school curriculum. There will be individual and group counseling of students outside of the regular classroom. The emphasis on careers will be closely related to the social studies program in elementary grades. At the secondary level, a lower counsel ratio will improve counseling methods in the area of vocational or career development. The director of guidance will coordinate counseling services at all levels. The secondary program will be evaluated on pretest and post-tests concerning occupations and achievement. The ratio of their dropouts, past and future will be figured. Follow-up service will be used to determine the effectiveness of the program.

A career development resource center will be assembled. Extensive in-service training will be provided for teachers. Resource materials and consultant service will be developed for teachers. The counselors will involve the parents and teachers in the rating of each child as to how successfully he completes the assignments at home and school. In the upper grades, the teacher or counselor will rate each student's understanding of his individual differences. Teachers will judge whether or not the student understands his parents' occupations. Evaluating the student's ability to make wise decisions will be in the upper grades of the elementary school. The financial picture involves the employment of five guidance counselors at approximately $40,000 per year. They will have secretarial assistance amounting to approximately $7,000 per year. A project director will be financed at $13,000 per year. A travel allowance of $5,000 per year is provided. Supplies and materials for such items as films, books, kits, and tapes amount to $19,000. Communications are budgeted at $1,000 and equipment such as video, camera, typewriter, etc. totals approximately

$20,000. This project of $100,000 annually is to be reimbursed at 100 percent and will be supported for a three year period if evaluations indicate it is accomplishing its objectives.

PLANNING PROCESS: Local planning involved the use of a committee which represented each grade level. The committee wrote a guide for integrating career development into the classroom after they visited some similar projects. Two consultants from counseling and personnel services of the University of Missouri gave recommendations and will be contacted periodically for advice and directions.

The major problem confronting successful vocational education is regarded as the lack of specific planning by students. This results from the lack of available information and the lack of emphasis in the educational program toward one of the major goals of an educational program. The result is a limited amount of interest in preparation for the occupational fields that should be attracting the youth of the school system. They are not aware of the opportunities and probable employment for their adult life. The problem basically results in a larger number planning to follow a professional post-high school training program than can actually succeed or be placed in employment in that type of work. The result is a disappointment to those who cannot reach the higher goals and a feeling of frustration because they must settle for second rate ways of making a living.

MONTANA

EXEMPLARY PROGRAMS - GENERAL

PURPOSE: Provide prevocational programs for grades seven, eight and nine; and to introduce and explore occupations and job clusters available. Further make available prevocational programs to surround small schools where no opportunity for training exists. Flexibility is planned so students may move from one area to another, or take courses in more than one vocational area simultaneously. Some program offerings are non-graded, at the high school level, having mixed levels. Each level has something to offer other students in terms of knowledge, behavior, attitudes, and maturity. The programs will provide for needs of disadvantaged and handicapped students within existing programs.

DESCRIPTION: Instruction at elementary and secondary levels, prepare students for life; through understanding themselves, develop personality and emotional stability. Exploratory experiences to the world of work in several areas develop requisite skills, knowledge, and attitude. Aid students in their vocational choice through a balanced program of guidance. Prepare students for preapprenticeship and apprenticeship programs, for additional training at post-secondary institutions, develop leadership and citizenship, emphasis on individual needs, and in particular those of the disadvantaged. Give students employable skill; should they drop out or end their formal schooling after high school. Cooperating with the programs are the Office of Superintendent of Public Instruction, school administrators and faculty, guidance personnel, employment bureaus, manpower, business, industry, labor, parents and students. Funds are directed to more concentrated programs than to smaller and more numerous projects with efforts to keep them student-centered.

PLANNING PROCESS: Planning begins upon receipt of request for an exemplary program. Evaluation begins to determine need and scope of project. The school, Office of Superintendent of Public Instruction, advisory boards and community determine needs and planning is underway. Programs are to serve where the need is greatest and criteria is developed to plan for the long-range successful transfer of good exemplary programs into ongoing comprehensive education of a school system.

NEBRASKA

PROJECT DEVISE
DEVELOPMENTAL VOCATIONAL INFORMATION AND SELF-ENHANCEMENT

PURPOSE AND DESCRIPTION: Project Devise is designed to orient elementary pupils to careers, with special attention given to: 1) opportunities for elementary pupils to identify personally with occupations, incumbents of these occupations and the role of the individual in these occupations; 2) development of a positive self-concept so as to effectively participate in the work environment; and 3) development of the attitudes toward self and others that respect the potential contribution of each individual to society.

The primary objective of this project is to design an occupational education curriculum and to demonstrate its use by the regular classroom teacher in teaching elementary school children about the world of work.

Project Devise includes three components: 1) Curriculum, 2) In-service, and 3) Demonstration. The curriculum component is developmental in nature and organized around a career development theme which focuses on presentations about the world of work which are appropriate for the vocational phase the children are experiencing. The in-service component involves teachers and resource persons in presentations and discussions of vocational development theory, self-enhancing education, and preparation of behavioral objectives. The demonstration component provides opportunities for teachers, administrators, and board members to visit Project Devise classrooms and observe: 1) How occupational education programs can be provided in small schools, and 2) That elementary classroom teachers can become vital contributors to occupational education.

PROJECT DEVISE OBJECTIVES ARE:

(A) Curriculum Component: The Children Will

1. Know a wide range of occupations and can demonstrate this knowledge by scores on a teacher made test.

2. Comprehend the interrelationships of various jobs and their value to society and indicate this by responses on teacher made tests.

3. Comprehend that people employed in certain occupations possess certain worker traits and can show this comprehension by matching occupations and important worker traits on written tests and by verbal demonstrations.

4. Respond to the need for developing individual responsibility as measured by teacher records and subjective evaluation by school personnel.

(B) In-Service Component: Teachers Will Know

1. The hierarchy of vocational development stages as defined by Super, Hoppock, Roe and others.

2. How to apply theories of self-enhancement described by Randolph, Howe and others.

3. The use of a variety of techniques for presenting occupational information such as bulletin board displays, puppet shows, role-playing, etc.

4. Methods of conducting group discussions through student interaction with significant others.

5. How to prepare behavioral instructional objectives using techniques developed by Bloom and the EPIC evaluation center in Tucson, Arizona, and demonstrate their knowledge by responses on worksheets and in demonstrative situations structured by the program director and other consultants.

(C) Demonstration Component

1. Teachers, administrators and school board members will have an opportunity to observe and evaluate a unique and innovative approach to occupational education.

2. Programs in occupational education can be offered in the small school in a rural setting through coordination and organization of an intermediate agency of school government.

3. The regular classroom teacher, if provided the proper training and assistance can play a vital role in occupational and vocational education programs.

The Project is operational in the school systems of five Nebraska communities each of less than 8,000 population and with K-six enrollments ranging from 120 to 925. Most schools provide self-contained classrooms, one system is departmentalized and another on modular scheduling. The program should be adaptable to any school system large or small, rural or urban. The cost of Project Devise for two years will approximate $50,000.00 with a major portion of this provided through Part D of the Vocational Education Amendments of 1968.

For additional information contact Mr. Hugh Pursel, Administrator, Educational Service Unit #12, P.O. Box 539, Alliance, Nebraska 69301. Phone A.C. 308-762-1430.

NEBRASKA

PROJECT TRAILRIDE
A SELF-CONTAINED MOBILE UNIT FOR VOCATIONAL AND OCCUPATIONAL COUNSELING

PURPOSE AND DESCRIPTION: Project Trailride provides a mobile vocational and occupational counseling unit which will test the feasibility of using such mobile units to supplement existing guidance programs as well as the initiation of new services. The Project utilizes a self-contained mobile unit to disseminate information and provide counseling about present and developing occupational possibilities.

The services of the unit are available to all persons in the area served by Platte College but especially to:

1. Students in the 24 area high schools
2. High school dropouts
3. Employers and employees
4. Homemakers
5. Unemployed and underemployed persons
6. Educationally, socioeconomically, and other handicapped or disadvantaged persons.

Project Trailride provides high school students, high school dropouts, unemployed adults, and certain employed adults with a means to make the transition from their present status to meaningful and satisfying employment. Its purpose is to provide occupational information and vocational counseling to persons residing within the established service area of the sponsors. The project utilizes a self-contained mobile unit and a qualified counselor. The Project is designed to provide facilities for counseling and informational programs directly related to vocational education and occupational possibilities.

OBJECTIVES OF PROJECT TRAILRIDE ARE:

1. To increase the scope and impact of vocational guidance and information programs in the service area of the co-sponsors of the project.

2. To provide all persons in 30 Nebraska communities with a means for attaining vocational guidance and information.

3. To assist currently employed counselors in expanding their vocational guidance and information services.

4. To provide all persons in 30 Nebraska communities with a current and up-to-date vocational materials center in their community.

5. To provide the services of a professional vocational counselor in local communities.

6. To contribute to the retention and upgrading of trained workers by increasing the quantity and quality of vocational guidance encounters.

7. To inform educators as to the type of career information available.

8. To assist educators in selecting occupational and career information that is appropriate for the persons they are attempting to serve.

9. To demonstrate the most effective methods of presenting occupational and career information.

10. To expose persons in need of career information to materials that are accurate, up-to-date, and realistic.

This unit provides both a means and a method for making vocational guidance and information available to adults as well as high school students. Project Trailride confronts the problem of providing the service, and it does so by going directly to the people in their home community. It supplements existing programs and provides vocational guidance to citizens for whom these services were not previously available.

Project Trailride will cost approximately $36,000.00 for one year of operation with a major portion of this provided by Part D of the Vocational Education Amendments of 1968.

For additional information concerning Project Trailride contact Dr. Donald L. Newport, President, Platte College, P.O. Box 1003, Columbus, Nebraska 68601. Phone: Area Code 402 - 564-7132, Extension 5.

NEBRASKA

PROJECT RECOVERY

PURPOSE AND DESCRIPTION: Project Recovery is an effort on the part of the Omaha Suburban Area Council of Schools (OSACS)[1] to assist dropouts and potential dropouts in their educational and vocational endeavors. The Project focuses on the growing number of dropouts, approximately 600 yearly in the OSACS area, who are either unemployed or underemployed.

Procedures include in-service training for professional personnel, identification of and contact with students, training programs and learning centers, placement of students on jobs, coordination and follow-up, and dissemination of information.

Project Recovery participants are those dropouts and potential dropouts from among the 35,000 students enrolled in the seven local educational agencies and two private schools within the OSACS area. Participants may work full-time and attend school at night. Prevocational and vocational training, utilizing programmed materials when possible, is provided. Classes are provided on the basis of employment opportunities and student interest and ability.

OBJECTIVES OF PROJECT RECOVERY ARE:

1. To develop procedures for providing high school dropouts and potential dropouts with: a) Prevocational training, b) Vocational training, c) Means for acquiring high school diplomas, d) Job placement, e) On-the-job training and instruction, f) Counseling services, g) Psychiatric services.

2. To provide participating professional staff with: a) In-service training, b) Professional reference services, c) "Feedback" from students.

3. To provide participating schools with greater understanding of the unique problems of students with regards to: a) Instructional methods, b) Materials and programs, c) Causes of dropping out.

Extending over three years, it is anticipated that the total cost of Project Recovery will be $188,000.00.

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[1]The Omaha Suburban Area Council of Schools includes the following local educational agencies: Bellevue, Gretna, Millard, Papillion, Platteview, Ralston, and Westside.

For additional information contact Mr. Harlan McCoy, Director, Adult and Vocational Education, Millard Public Schools, 12801 L Street, Millard, Nebraska 68137. Phone: Area Code 402 - 334-2423.

NEBRASKA

DEVELOPMENT OF SUPER 8 MM FILM-LOOPS AND CARTRIDGED CASSETTE TAPES TO INTENSIFY THE GUIDANCE AND COUNSELING EFFORTS IN THE DISSEMINATION OF OCCUPATIONAL INFORMATION TO HIGH SCHOOL JUNIORS AND SENIORS

PURPOSE AND DESCRIPTION: The Project involves the development and utilization of 8mm film loops and cassette tapes in disseminating occupational information to high school juniors and seniors. An effort will be made to evaluate the acceptability, feasibility, and effectiveness of these audio-visual techniques in intensifying the occupational guidance and counseling efforts in behalf of the participating students.

OBJECTIVES OF THE PROJECT ARE:

1. To provide opportunities for students to have materials, equipment, tapes, brochures, catalogues, and other related information which may be used to assist in the reenforcement of their judgements in selected careers.

2. To provide materials which may offer opportunities for attitudinal changes toward certain occupations.

3. To provide opportunities to broaden the knowledge of skills required to attain certain levels of competency and performance in selected occupations.

4. To provide opportunities for students to gain information as regards educational institutions where knowledge and skills may be developed to gain competency in performance at the level which is most meaningful to him.

Participants (high school juniors and seniors) have been selected from schools within the boundaries of the area served by Central Nebraska Technical College. Counties were selected as having similar population count, number of K-12 districts, industrial facilities, and proximity to colleges and technical colleges. Schools and students against which comparisons will be made are those in a two county area and involving 20 K-12 school districts and approximately 34,000 students.

Central Nebraska Technical College supplies the guidance departments of participating high schools with the equipment and materials necessary to fulfill the objectives of the project. Films are produced directly from business and industry located within the immediate area. Skill requirements for particular occupations are emphasized, along with overall production coverage of the business or industry.

Tapes have and will be developed to coincide with each of the films produced providing maximum information on skills and activities being performed. Tapes from employers, employees, and from various placement department personnel in colleges and in employment services are provided.

With regard to students, the Project will: assist students in researching information for their own personal satisfaction; develop an interest in and exhibit a need for continuing education beyond high school; and prevent dropouts. Implementation of the Project will save counselor's time and provide accurate, realistic, and up-to-date information for use in the participating schools' guidance programs.

The cost of the Project will be approximately $14,000.00 over a period of one year with funds provided by Part D of the Vocational Education Amendments of 1968.

For additional information contact Dr. Chester H. Gausman, President, Central Nebraska Technical College, P.O. Box 1024, Hastings, Nebraska 68901. Phone: Area Code 402 - 463-9811, Extension 24.

NEVADA

THE WASHOE COUNTY SCHOOL DISTRICT APPROACH TO SEQUENTIAL EDUCATION

PURPOSE: This project is intended to introduce new elements of vocational education at the elementary, junior high, senior high, and post-secondary school levels, combining them with existing elements to form a smooth, sequential program in vocational education for our Washoe County youth from the fifth grade to the post-secondary level.

DESCRIPTION: The new elements of the program will include the study of vocations at the elementary, junior high, and senior high school levels; a health occupations curriculum in the senior high school; two-year programs on the post-secondary level; and increased guidance, counseling, and placement services at both the secondary and post-secondary levels. Provisions will also be made for disadvantaged persons, providing them with opportunities to train for, and eventually enter, satisfying and rewarding occupations. It is further intended that this project will allow for and insure the total coordination of all vocational education programs within the county school district.

The elementary child will be made aware of the world of work; this knowledge will be deepened and broadened in the junior high school. In the senior high school, the student may learn which occupations would correspond best with his interests and aptitudes, and he will learn what he must do to prepare himself for his chosen occupation. In many cases, he may train for and be placed in the occupation of his choice through secondary and/or post-secondary vocational education programs. Even if he could not afford the cost of the post-secondary program, financial assistance will be given to assist him in overcoming this obstacle. In all cases, care will be taken to emphasize those occupations in which there will continue to be a demand for newly-trained workers.

It is anticipated that this program, or project, will serve as a model for adoption by any district who wishes to serve its young people by providing them with a total and comprehensive vocational education program.

PLANNING PROCESS: This project is a cooperative effort between the Washoe County School District and the Research and Educational Planning Center, Research Coordinating Unit, College of Education, University of Nevada at Reno.

The State Plan for Vocational Education has been used as a guide for the development of this project. The project has the support of the State Vocational Education Advisory Committee, the State

Board for Vocational-Technical Education, the Washoe County School District Board of Trustees, and the University of Nevada Board of Regents.

The Washoe County School District's vocational education director and the director of the Research Coordinating Unit, who will also serve as the project director, will work cooperatively to insure the success of the project.

CONTACTS FOR ADDITIONAL INFORMATION: Dr. J. Clark Davis, Project Director, Research Coordinating Unit, The Research and Educational Planning Center, College of Education, University of Nevada at Reno, Reno, Nevada 89507.

NEVADA

VOCATIONAL TRAINING AND PLACEMENT OF THE MENTALLY RETARDED

BACKGROUND: When reviewing the needs of the mentally retarded of Nevada, it became evident that a significant group of mentally retarded existed, who were capable of working in private industry, but who were unable to translate knowledge gained from general vocational programs to a specific job situation rapidly enough or to the degree necessary to successfully obtain employment. Generally these individuals fall within the lower 20 percent of the educable mentally retarded and the higher 20 percent of the trainable mentally retarded (E-T Group). In order to successfully place individuals from this group in competitive industry it is necessary to train them for a specific job situation. Therefore, not only a training program was needed but also a survey of job situations in Nevada.

DESCRIPTION: A systematic survey is being carried out in which the job surveyor finds appropriate job openings, obtains a commitment to try a mentally retarded and performs a detailed job analysis. Utilizing the data from the job analysis, an appropriate individual is chosen from Stage I of the following program. In addition, Stages II and III of this program are designed to fit the requirements of that particular job.

1. General Vocational Skills: At this stage the individual is evaluated as to general abilities, taught basic work attitudes and general work behavior.

2. Basic Work Skills: The individual is taught the basic skills needed in the specific job situation for which he is being trained.

3. Job Situation Training: The individual works and is trained in a situation which closely matches his specific job opening through the use of artificial job environments in a workshop or the use of cooperating private industry.

4. Placement and Follow Up: The individual is placed in the actual job and trained by our staff in the peculiarities of that job.

ELIGIBILITY: Any mentally retarded individual in Nevada.

PLANNING PROCESS: From the start of the program it was evident that no single agency had the skills necessary to provide this service. Thus the program has been jointly offered by the Division of Mental Health-Mental Retardation (Skills in Working with the Mentally Retarded), The Division of Rehabilitation (Skills in

Vocational Training and Placement), and the Vocational-Technical Education Branch of the Nevada State Department of Education. The services and facilities of the school districts, Association for Retarded Children, and private business have also been utilized, particularly during Stage III. We have, for instance, one wing of a motel, a nursing home and the kitchen of a restaurant available to us for use in training.

INFORMATION: For further information contact Assistant Administrator, Division of Mental Health and Mental Retardation, Nevada State Hospital, P.O. Box 2460, Reno, Nevada 89505.

NEW HAMPSHIRE

A PROJECT TO IMPROVE THE USE OF OCCUPATIONAL INFORMATION IN NEW HAMPSHIRE

Applicant Organization: New Hampshire Personnel and Guidance Association

Duration: August 1, 1970 to June 30, 1973

OBJECTIVES:

1. To collect, abstract, synthesize, store and disseminate career information to junior and senior high schools, vocational-technical colleges and institutes in New Hampshire.

2. To encourage implementation of in-service education projects for school counselors and other appropriate personnel workers, and to conduct follow-up studies on these projects.

3. To encourage initiation and development of community occupational surveys.

4. To encourage and initiate activities designed to establish closer working relationships between community industries and community schools.

5. To assist school counselors in motivating student interest in career exploration at an early age.

PROCEDURES: The services of a professional guidance and personnel services worker will be employed as project director. With sufficient secretarial assistance, he will be expected to establish a plan of sequential action for meeting the objectives of the project. Also, he will begin implementation of the objectives by completing the first phase. In such activities the project director will cooperate with the State Department of Education officials, Superintendents of Schools, other administrators and school counselors. Also, he will endeavor to make maximum contact with appropriate state associations.

EXPECTED CONTRIBUTION TO DEVELOPMENT OF VOCATIONAL EDUCATION: Over the past several years, vocational placement, occupational information and career decision-making has become more and more ignored in the schools of New Hampshire as well as New England. The 1968 survey of guidance activities by the New England Educational Assessment Project revealed vocational and career guidance and decision-making as serious deficits. Currently there is a serious void. Most students do not discuss occupational or job plans with

their counselors, nor do they feel any more knowledgeable in their approach to occupational and career information when they leave school than they were when they began.

NEW HAMPSHIRE

COMPUTER TRAINING AND USE IN N.H. VOCATIONAL-TECHNICAL COLLEGE

Program Director: Thomas Gorka

Applicant Organization: New Hampshire Vocational-Technical College, Hanover Street Extension, Claremont, New Hampshire

Duration: July 1, 1969 to June 30, 1972

OBJECTIVES:

1. To train three instructors in the use of BASIC programming language.

2. To have a teletype installed with a direct-line connection to Kiewit Computation Center, Dartmouth College, Hanover, New Hampshire.

3. To expose all staff to BASIC programming language and time-sharing utilization.

4. To train interested staff in BASIC programming language and time-sharing utilization.

5. To train students in the use of BASIC programming language.

6. To provide all interested students and faculty access to the computer.

ACTIVITIES AND PROCEDURES:

1. The three initiators will attend a training session at Dartmouth College during the Summer of 1969. They will attend at least one additional training session in the years 1970 through June of 1972.

2. A model 33, or 35, or 37 KSR (or equal) teletype will be rented with a direct wire and data phone set; installed by New England Telephone Company.

3. All staff members will be exposed to time-sharing at staff meetings via multi-media, i.e., consultant-speakers, demonstrations, films, and field trips.

4. The three initiators will conduct in-service training sessions in BASIC programming language. Sessions will be scheduled as needed to discuss problems and exchange ideas.

5. The three initiators will provide initial contact to BASIC programming language as an integral part of the mathematics, physics and business education courses. This training will enable the student to avail himself of many computer functions. Subsequent stages of program language training will occur as needs demand.

6. The teletype will be installed in a room adjoining the library. Faculty and student time will be scheduled according to need.

EXPECTED CONTRIBUTION TO DEVELOPING NEW MODELS OF OCCUPATIONAL EDUCATION: The Dartmouth secondary school project indicates more material can be covered in the same time. This makes possible greater exposure to specific vocational areas. Secondly, the power of the computer to minimize repetitive operations will free student time for more creative activities. Thirdly, if the project is successful, we hope that all other New Hampshire Vocational-Technical Colleges will avail themselves of this aid to learning and motivation.

NEW HAMPSHIRE

AN INTERDISCIPLINARY APPROACH TO PLANT-LIFE SCIENCE FOR THE DISADVANTAGED STUDENT

Program Director: Mr. Robert H. Johnson

Applicant Organization: Pembroke Academy, R.R. #1, Suncook, New Hampshire 03275

Beginning Date: September 1970

OBJECTIVES:

1. To provide for more meaningful and relative learning experiences for the disadvantaged student.

2. To provide opportunities for interdisciplinary approaches to the plant-life sciences.

3. To satisfy a definite need in the region for people trained in the various plant-life sciences.

4. To provide practical experiences in recognizing the problems in the areas of conservation and pollution.

PROCEDURES: The plant-life science program will be developed as an integral part of the total science program. Disadvantaged students will be encouraged to elect the various plant-life science courses. Specific courses in plant-life science will be offered at each grade level where the development of various skills and attitudes will be encouraged as a result of practical involvement.

EXPECTED CONTRIBUTION TO DEVELOPING NEW MODELS OF VOCATIONAL EDUCATION: It is the hope and aim of this program to effectively demonstrate the feasibility of a strong interdisciplinary approach with the disadvantaged student in the plant-life science program. We identify a strong and definite need to involve the disadvantaged student at all academic levels in occupational education. We further identify a definite interest and need on the part of the college-bound student to become involved in the practical theory and application of occupational education while, at the same time, taking advantage of some of the more practical aspects of advanced plant and animal physiology.

NEW HAMPSHIRE

PRE-NURSING STUDY AND VOCATIONAL SKILLS
PREPARATION PROJECT

Program Director: Olive C. Paine

Applicant Organization: NHVTC-Berlin

Duration: June 22, 1970 to July 30, 1970
June 21, 1971 to July 29, 1971
June 19, 1972 to July 27, 1972

OBJECTIVES: The objectives of this program will be to provide remedial experiences for program participants in the area of study skills and a specific assortment of previously determined difficult nursing skills and concepts of the Practical Nursing Program. Every effort will be made to provide French speaking personnel to assist in overcoming language handicaps. The program will be operated as part of NHVTC-Berlin's summer session and will be conducted in traditional classroom and clinical lab atmosphere.

PROCEDURES: The procedure to be followed will be the selection of students during the month of May for participation in the summer program and, at the same time, curriculum development with the establishment of the specific courses and objectives during the month of May.

EXPECTED CONTRIBUTION TO DEVELOPING NEW MODELS OF VOCATIONAL EDUCATION: A program such as this will improve the quality of participants in the Practical Nursing Program by overcoming the atrophy of academic skills due to the passing of years. The number of participants in the Practical Nursing Program could conceivably be increased if the summer program meets the anticipated needs of the participants as it would enable us to select Practical Nursing Program participants who might otherwise be denied admission. This in itself would be an expansion of occupational education towards people who, at present, are not adequately served.

NEW JERSEY

CAREER DEVELOPMENT
A PRE-SCHOOL THROUGH ADULT MODEL PROGRAM
FOR THE HACKENSACK NEW JERSEY SCHOOL DISTRICT

PURPOSE: In this project it is proposed that relevant education can be put into practice which will provide a sequential and planned framework for career development experiences enabling the citizenry of New Jersey to make satisfying career decisions and no longer allow a haphazard approach to the transition from school to work. Insufficient progress has been made relative to the identification of sequential techniques and procedures that might be adopted along a pre-school to adult continuum for providing educational experiences designed to enhance individual Career Development.

SPECIFIC OBJECTIVES:

1. To design and implement programs of broad occupational orientation from the pre-school to adult level in order to increase the individual's range of career options.

2. To identify and implement cooperative vocational education and work experience programs in an effort to provide relevant educational experiences in relation to vocational planning.

3. To identify and implement short-term intensive vocational education programs for those students, not previously enrolled in vocational education, who are about to leave school and for adults who need such intensive training.

4. To provide vocational guidance throughout the educational experience with intensive efforts in the last years of school directed at an individual decision-making with culmination at satisfying placement, either appropriate employment or further education and training.

5. To provide a setting for testing the career development concepts and model.

6. To provide the opportunity to study the impact of such experiences on the individual career development process.

DESCRIPTION: Inaugurating a program of such scope necessitates team planning, implementation and execution. The function of such a team, operating as the Career Resource Center staff, under the supervision of the Director of Career Development, will be the implementation of the following functions: public information, school-community relations, audio-visual productions, school-industry relations and career library services.

The Career Resource Center staff is seen as the key vehicle for communications among all pertinent facets of the school and community. It functions to:

·coordinate the efforts of the respective facets of the Career Development model.

·provide multi-media, multi-variety resources and services to teachers in order to enhance the teachers' respective subject areas.

·identify, develop and maintain continuity of individual experiences of students in respect to career development processes.

·place the resources of school, industry and community in full operation relative to their respective needs.

The Hackensack Career Development Program, encompassing pre-school to adult experiences, covers four basic educational stages: Early School, Middle School, High School and Adult.

Career development experiences at the early school stage will focus on providing experiences where youngsters begin to establish attitude and behavior patterns relative to growth in vocational awareness. These experiences will include provisions where the individual begins to explore, cope and clarify feelings of "self" as he interacts with knowledge of his environment. Major thrusts at the elementary school stage will center around programs identified as Technology for Children, Vocational Awareness, and interdisciplinary presentations of vocational knowledge as developed by the Career Resource Center services.

The middle school stage will be a period of broad vocational exploration on a more sophisticated level than the previous stage. A major goal at this level of development will be to provide experiences in an effort to assist youngsters in appropriate decision-making, especially as it relates to choice of vocational education in their next-step process of growth. A well organized vocational guidance effort will emphasize a climate for youngsters to broaden, review and evaluate educational experiences while assisting in this period of career planning. Introduction to Vocations, Summer Career Exploration, and Articulation of High School Vocational/Technical Education are some of the programs operating at the middle school stage in conjunction with the Career Resource Center services.

At the high school stage programs are identified and implemented so that youth will be afforded the opportunity to study and evaluate tentative choices relating to career decisions. Specific skill training and placement programs will assist in the "next step" process once the students decide their vocational direction. Cooperative programs will be offered in Distributive, Industrial and Office Education. In addition to vocational education programs offered at the high school stage, a major goal, as indicated at earlier stages, will be the implementation of classroom

activities centered around the interdisciplinary approach to career exploration. The firm intention will be an educational curriculum with "built-in" career implications. Of particular note will be the programs that serve disadvantaged and handicapped as well as others.

The adult stage will identify programs to serve adults and out-of-school youth. Services provided at this stage will include: outreach, orientation, education and occupational training, job counseling, placement and follow-up. A special effort will be made to acquaint all to the services available through the local school district and assist adults in identifying themselves in career areas.

Local, state and federal funds will be combined to sustain the program, with the greatest share being provided by the Hackensack school district. The federal and state share for one year of operation will be approximately $200,000.

PLANNING PROCESS: Early planning of this project was a coordinated staff effort supervised by Dr. Morton Margules, Associate State Director of Vocational-Technical Education. Two project directors were responsible for the planning of the program and completing the proposal to meet the federal guidelines. Numerous meetings were held involving state department staff, Hackensack staff, Bergen County Vocational-Technical School staff, and community, business and industry representatives. Program advisory committees at the local and state levels reviewed project design and provided suggestions for revisions.

One of the major tasks will be orientation of the total Hackensack staff to the services and goals of the program. Lateness in contract awarding prevented such orientation from occurring sooner than September, 1971.

For additional information contact Robert M. Worthington, Assistant Commissioner of Education, Division of Vocational Education, State Department of Education, 225 West State Street, Trenton, New Jersey 08625.

NEW MEXICO

MINI-GRANT RESUME
COCHITI SCHOOL'S AND DIXON'S ORCHARD'S APPLE GROWING COURSE

Cochiti is an elementary school (one-eight) and is in its second year of operation. When the mini-grant project was announced, a proposal was formulated.

The objectives were: 1) to create interest in agricultural pursuits, 2) to provide practical experiences, and 3) to introduce students to the world of work.

The course was designed for 22 seventh and eighth grade students. Ten of the boys were from Cochiti Pueblo, and the others were from surrounding areas. The class was evenly divided between Indians and Spanish Americans. Most of the boys have had relatives employed by Dixon's, although slightly over half had not been to the orchards. All of the boys have had some experience with agricultural endeavors.

Classes were held every Wednesday afternoon at the orchards. This involved a 20-minute trip from the school to the orchards each way.

The course encompassed all phases of apple growing operations, such as pruning, planting, packing, etc.

The course results were deemed outstanding by several participants. Many student behavioral changes bear this out.

Twenty-two pupils started the course, with 20 receiving certificates. One student transferred to another school and the second dropped out at his own choosing.

Another way of gauging student interest in this Apple Growing Course is by the boys' expressed interest in becoming immediately associated with the apple industry. The Cochiti Pueblo has an orchard which has remained somewhat fallow. Twelve of the 20 course completing students expressed an interest in trying to have apple trees assigned to them and their families for caretaking. Six additional students actively sought summer employment at the orchards.

The observed interest span of the pupils, as reported by Mr. Dixon and school personnel, was unusually high when compared to the classroom. School newspaper articles, written by participating students on their own volition, demonstrate a high interest level.

The last, but perhaps most significant behavioral change, is evidenced by the boys' desire to present a gift to Mr. Dixon for his donation of time and for his interest in the boys of the area. It may be said, that being the perfectionist that he is, Mr. Dixon had the prejudged reputation with the majority of the boys in the class of being "a real tough and rough man to work for." A gift was presented to Mr. Dixon at the last session on May 20. This seems quite thoughtful and perhaps unusual for boys this age.

In addition to the course results, some side benefits were derived:

1. Arrangement for Home Economics class for girls while boys were gone.
2. School and community were made aware of the apple orchard.
3. Community relations were improved by the Dixon's spending time with two minority groups.
4. Reduction of summertime idleness.
5. Reading ability and word knowledge increased.
6. Understanding of a man who is a perfectionist.
7. The need to study to be a farmer.
8. Interest in meteorology.
9. Decision-making is important.
10. Proof to all concerned that the school is interested in individual needs and is willing to innovate.

This project can be adapted to any industry, in any local school district. The report, mostly pictorial, will be disseminated. For further information, please contact: Hilda Majors, Director, Research Coordinating Unit, Vocational Division, State Capitol Building, Santa Fe, New Mexico 87501.

NEW MEXICO

VOCATIONAL MINI-GRANTS

The encouragement of beneficial research, with limited funds, posed a problem. The stimulation of local vocational education personnel was a challenge.

After investigation of the pilot mini-grant project that Oklahoma conducted, this idea was adapted to our State. The central idea being, to fund projects that could be adopted or adapted to all local education agencies.

The objectives derived were:

1. Development of researchers for continued small or larger research projects.
2. Enthusiasm was generated for self-research projects.
3. Involvement of education with industry where it was applicable.
4. Research projects were inaugurated with a small monetary reward.

The long-range objectives are:

1. Adoption or adaptation of the research project by local school agencies.
2. Local school administrators will budget for research and conduct the mini-grant project.
3. Vocational trainees will be stimulated due to creative and innovative methods of teaching.

In October 1969, an announcement of the mini-grant project, with a proposal application, was mailed to vocational teachers, directors and administrators. The central thought was for fresh, new and innovative ideas with little monetary award, the top range being five hundred dollars ($500).

One hundred forty-eight (148) mini-grant proposals were received. These were divided by units and given to the respective supervisors to be rated. The New Mexico Research Coordinating Unit Advisory Committee met for one day and rated the proposals without knowing how the supervisors ranked them. Later, the supervisors met with the Committee and an agreement was reached, as the proposals were ranked in almost the same order by both the supervisors and the Committee. Forty (40) proposals were funded for a total of eight thousand eight hundred and ninety-six dollars ($8,896), or an average of two hundred twenty-two dollars and forty-two cents ($222.42) per mini-grant.

Some of the ideas selected, included development of teaching materials (video tapes and slides), new curriculum development, involvement of industries, surveys of vocational graduates, prevocational orientation and elementary vocational pilot programs.

The recipients were spread geographically in the State and at all levels of Vocational Education.

Special thanks go to the State Vocational Supervisors for their enthusiasm and cooperation in helping the RCU Director generate interest in the project, and for the many hours spent helping the recipients in their local schools.

The key word throughout has been "involvement." Besides all the State and local vocational personnel and administrators, a commendation for industry's involvement should be recognized.

The two biggest problems encountered were funding and the lateness of awarding the grants. The schools were to use money from line items and not disturb their budgets. This was granted by the Chief of Public School Finance. Also, the recipients were not notified until the second semester.

Our public relations were enhanced, because every principal, superintendent and prospective researcher was notified as to his receiving or not receiving a grant. Enthusiasm and planning is underway for next year's proposals, which we will announce in August at our First Annual Conference of All Vocational Personnel.

By October 1970, the written reports will be published by the RCU. Limitations on publications will range from two thousand (2,000) to four thousand (4,000) copies and will be disseminated as follows:

Federal Agencies
State Board of Education
New Mexico RCU Advisory Committee
New Mexico Advisory Council for Vocational Education
All State RCU Directors
All State Directors of Vocational Education
State Legislators
Superintendents
Junior High and High School Principals
Local Vocational Directors
Vocational Teachers
(Reports pertinent to their teaching area)
Libraries
Other requests (limitation - one, if possible)
Those receiving publications should share them with other interested persons in Vocational Education.

An evaluation questionnaire will be included with each publication. Local feedback is important for a complete evaluation and to see if our purposes have been fulfilled.

For further information, please contact: Hilda Majors, Director, Research Coordinating Unit, Vocational Division, State Capitol Building, Santa Fe, New Mexico 87501.

NEW YORK STATE

MASSACHUSETTS/NEW YORK EVALUATION SERVICE CENTER
FOR OCCUPATIONAL EDUCATION

PURPOSE: The evaluation Service Center seeks to: 1) fulfill the criterion of providing a statewide data base for the assessment of vocational-technical evaluation programming; 2) meet the needs of local institutions in terms of offering viable feedback upon their programs; 3) continue to grow and be flexible enough to meet the increasing needs for evaluation caused by program growth; 4) gather data on the three most essential aspects of vocational-technical education; namely, product, process and cost; and 5) allow for improved decision-making and planning at the local as well as the state level.

DESCRIPTION: The Evaluation Service Center is described as a prototype project with pilot schools to test meeting the evaluation needs of each state. The program evaluation is limited to the determination of student achievement on stated occupational education objectives. The elements of program evaluation include a description of occupational education programs by the specific student outcomes sought, i.e., behavioral objectives, the measurement of the degree to which students have attained these stated program goals, and the feedback of this information on a regular basis to those responsible for administering and conducting occupational education on both the local and state levels.

PLANNING PROCESS: The Evaluation Service Center provides three distinct services: developmental activities, data processing, and information feedback. The system assumes a context whereby the determination of educational goals for occupational education is a function of the LEA, within the framework of state and federal regulations. The Evaluation Service Center is purposefully designed to avoid imposing constraints on operating programs, either directly or indirectly; it seeks to provide conditions in which accountability is focused on student achievement, but not at the cost of local autonomy.

NEW YORK STATE

REGIONAL OCCUPATIONAL EDUCATION PLANNING

PURPOSE: The concept of regional planning was developed in order to facilitate statewide planning and to encourage local participation in the formulation of goals and objectives for occupational education. The anticipated outcome of regional planning is the development of new programs or the modification of existing ones so that they will more adequately provide training to meet both the educational needs of the people and the manpower requirements in each area. The program planning within each region will follow an analysis of needs established during a research phase.

Existing data concerning area manpower requirements, employment opportunities, and the structure and content of regional occupations programs will be analyzed during the research phase. In addition, programs in regional agencies such as public and private schools, local businesses and industries will be studied to determine whether they are adequate in terms of satisfying the present and projected employment requirements of the region and serving the occupational needs of all segments of the population.

Based on the results of the fact-finding phase each area will develop and submit to the Education Department a Regional Long-Range-Occupational Education Plan. These plans will indicate existing and anticipated conditions within each region, suggest occupational education programs which will best meet regional needs and identify the agency best suited to conduct needed programs. This data on regional needs and conditions will serve as a measure of the appropriateness of the department's long-range planning for occupational education. The plans will be useful in coordinating more closely regional and statewide goals for occupational education.

DESCRIPTION: The State has been tentatively divided into 19 planning regions. In dividing the State, some consideration was given to grouping counties with similar economic characteristics and to having represented within each region, educational institutions of all types.

The planning groups within each region include representatives of all local organizations, agencies, and institutions concerned with occupational training such as personnel from public and private schools, BOCES organizations, community colleges, proprietary vocational schools, and businesses.

The regional representatives at joint meetings elect committees which are assigned the task of gathering and assimilating the data necessary to develop regional plans. The committees also submit

proposals to the Department, which describe the scope of the local planning project and the funds and staffing necessary for the undertaking.

PLANNING PROCESS: Following the establishment of the planning regions, key personnel in each region such as: district superintendents, chief administrative officers of BOCES, presidents of two-year colleges and directors of proprietary occupational schools, were contacted by the Department. They were invited to attend one of six conferences which were held for purposes of organizing and coordinating regional planning. In addition to representatives from the regions, these meetings were also attended by representatives from the State Education Department, the State University and by administrators of local educational agencies.

At these conferences, following presentations by Department staff on the need for statewide and regional planning, outlines were presented for developing a Long-Range Plan. Initial steps for planning, such as establishing calendars of events, electing regional executive committees of school officials, and arranging further meetings, were undertaken by each regional group.

NORTH CAROLINA

DEVELOPING AN APPRECIATION OF THE WORLD OF WORK: A WORKSHOP FOR GUIDANCE PERSONNEL AND COUNSELORS

The purpose of the workshop is to provide an opportunity for selected teachers, guidance personnel and full-time counselors to learn about the world of work through a program of information, field trips, and limited work experiences in selected industries. It is designed to develop a close contact with those in business and industry who are responsible for selecting and retaining employees and to view at close hand a broad series of occupations. It is expected that this program of experiences will lend reality to the knowledge of occupations the counselor or teacher possesses and will serve as a springboard for a continuing better understanding of the world of work, as it affects youth who are developing career choices.

The objectives of the program are to: 1) enhance the educator's understanding of the nature of the world of work, 2) improve communication between educators and representatives of business and industry, 3) increase educator's knowledge of the actual requirements of entry level jobs in a broad classification of occupations and of occupational ladders leading from these entry positions, 4) provide reference materials and develop plans to enable the participants to perform more effectively in these assigned responsibilities, and 5) provide a model for future staff development workshops.

It is also expected that the development of plans to maximize the information received in the workshop and the proposal for implementation of exploratory programs in each participant's school and community will multiply the effects of the workshop.

DESCRIPTION: The program is divided into four phases as follows:

Phase I: An initial orientation period at the university to provide an overview of the organizational structure of business and industry, the functioning of the economic system of industrial and business enterprise, personnel practices and procedures and educational opportunities for youth. A plan for visiting and participating in business and industrial activities is developed at this time.

Phase II: Observation, and where feasible, on the job work experiences in selected businesses and industries. Experiences are programmed through occupational classifications represented by manufacturing, service, health, construction and public service occupations.

Phase III: A one-week seminar at North Carolina State University to evaluate experiences and to develop instructional materials and methods of utilization of the information and resources in the local communities.

Phase IV: A two-day seminar is planned for the Fall of 1970 and the Spring of 1971 to evaluate the use of the prepared materials in the individual communities and assist in the development of subsequent workshops.

SCHEDULE: The project required the following time for planning, preparation and operation:

June 1 - June 19	Project Planning
June 22 - June 26	Orientation (participants)
June 29 - July 25	Exploratory Occupational Experiences
July 27 - July 31	Unit development and preliminary evaluation by participants
August 3 - August 15	Preparation of preliminary report
October 1970 - March 1971	Two seminars at dates not yet established for evaluation of material utilization and subsequent workshop planning
June 1, 1971	Completion of final report

The project was developed in cooperation with the North Carolina Department of Public Instruction, Division of Occupational Education and the School of Education, North Carolina State University. It was funded by Public Law 90-576B, under the heading of Exemplary Projects, through the Division of Occupational Education.

The planning process was initiated by the establishment of a planning committee that included representatives of the Division of Occupational Education, the State Advisory Council, the Division of Pupil Personnel Services and the Department of Guidance and Personnel Services of the University. Others who assisted were members of Capital Associated Industries, the Chamber of Commerce and local businesses and industries.

Participants were selected by the Division of Pupil Personnel Services and were paid a stipend of $100 per week less the course fees. The workshop was listed for three hours credit towards certificate renewal as Education 636, Observation and Supervised Field Work. During the course of the workshop, 37 representatives of business, industry, state and federal agencies presented information for the participants. Twenty-six businesses, industries and agencies cooperated in the task of giving the participants an insight into the reality of the world of work through observation and "hands on" work experience.

The final phases of the program will include the development of plans by the participants to utilize the information gained in

programs at their home communities. The success of these plans will be explored during the Fall of 1970 and the Spring of 1971 in two seminars at the North Carolina State University campus. A final reporting will be completed after these seminars take place.

NORTH DAKOTA

A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK

The Exemplary Project is concerned with four areas--intensive vocational guidance, intensive vocational training, prevocational training, and orientation to the world of work (K-12).

The program is financed through a federal grant to the State Board for Vocational Education. The project was initiated by the State Board for Vocational Education; Larry Selland, Project Director.

Among the cooperating agencies are State Employment Service, Department of Public Instruction, Elementary Principals Association, and Secondary Principals Association.

Contracted institutions are the State School of Science at Wahpeton, North Dakota for the prevocational training; University of North Dakota--Williston Center, and St. Joseph Hospital, Dickinson, for Intensive Training program; and Bismarck Public School District as a demonstration site and central focal point for Orientation to the World of Work (K-12). The Orientation to the World of Work activities will branch out from the central focal point to all other school districts in the State. The main objective of this portion of the project is a vocational integrated curriculum.

OBJECTIVES OF PROJECT:

1. To provide for broad occupational orientation at the elementary and secondary levels so as to increase student awareness of the range of options open to them in the world of work.

2. To provide for cooperative education in a variety of occupational areas.

3. To provide for specific training in job entry skills for students who have not had access to vocational education.

4. To provide intensive occupational guidance and counseling during the last year of school and assist in initial placement of all students in post-secondary training or in a job.

PROCEDURES TO BE FOLLOWED: Objectives of the project will be achieved through a series of related basic activities which include:

1. Employment of area guidance counselors to provide occupational guidance services to schools that cannot provide this service on their own.

2. Development of occupational orientation guidelines and incorporation into the elementary curriculum.

3. Selection, development and dissemination of occupational information.

4. Provision of exploratory work experiences and opportunities to investigate clusters of occupations to aid in career decision-making.

5. Provision of intensive training programs for job entry skill and cooperative education to supplant lack of vocational training in the school curriculum.

6. Intensive occupational guidance activities to include assistance in initial work.

7. A series of workshop type activities to develop occupational materials and media, involve educators, parents, business, industry, labor, and other agencies with similar purposes and to upgrade counselors in their responsibilities in occupational guidance.

EXPECTED OUTCOMES: Successful completion of this project should result in the following:

1. An increased student awareness of occupational option
2. A vocationally integrated curriculum K-12
3. Students making more realistic career choices
4. An increased employability of participants
5. A reduction in high school and college dropout rate
6. An increase in vocational guidance services
7. An increase in job placement
8. An increased awareness of the state towards the needs in vocational education
9. An improved working relationship with state agencies and organizations having similar purposes
10. A total involvement of teachers and administrators in vocational guidance.

OHIO

SYSTEM OF VOCATIONAL GUIDANCE AND VOCATIONAL EDUCATION

PURPOSE: The Vocational Education Amendments of 1968 directed a thrust for the development of a prevocational type of program within the State of Ohio. A Governor's Task Force also outlined a total work-oriented program in Grades K-12. These goals were as follows:

K-6	1.	Encourage all youth to respect work
	2.	Encourage all youth to want to do some part of the World of Work
7-8		Career orientation for all youth
9-10	1.	Career exploration
	2.	Occupational work adjustment for dropout prone youth
11-12 (or age 16 & up)		A broad goal-centered educational program

This goal pattern was accepted by our Division of Vocational Education and by the Fall of 1970 demonstration programs will be in operation in 10 to 15 schools in selected communities throughout Ohio. In most cases these are organized into a system so that all phases of it will build one on the other.

PROCEDURE: Administrative decision was made to invest our exemplary monies in the K-10 phase of the system of vocational guidance and vocational education and such additional monies as were necessary from Part B of the Vocational Education Amendments of 1968.

Prior to the 1969-70 school year a committee, involving a number of junior high school principals, guidance counselors and vocational educators, planned the career orientation program for Grades 7 and 8. Proposals were accepted essentially from major cities and one or two smaller centers on an invitation basis, based upon guidelines developed by the committee. An investment of $9,000 for every 200 students was made in the centers offering the programs, based upon budgets indicating how the funds would be used to implement the program.

Committees were established in the Spring of 1970 for the K-6 Motivational program and the 9-10 Exploration program. Guidelines were developed by these committees in cooperation with the Division staff. The same cities which had been approved for the Career Orientation program were invited to submit proposals for these two areas to be established in schools relating to the existing career

orientation programs at Grades 7 and 8. In addition, two major cities which had not participated in the Career Orientation programs were encouraged to establish such programs for the 1970-71 school year and to submit proposals for the K-6 and 9-10 programs.

Funding for the K-6 programs was established at $20 per student, funding for the 9-10 Exploration program was established at $30 per student and the funding for the Career Exploration program was reduced to $25 per student. The goal of these charges are to establish a financial pattern that might be proposed to the legislature as categorical aid to make such programs available on a statewide basis, should the program be a success. Funds for the new ventures into K-6 and 9-10 have been taken from funds allocated to the Division of Vocational Education for vocational guidance.

EVALUATION: The first year of the Career Orientation program has proven this program to be an important addition to the curriculum effort as evidenced by the large number of requests for expansion of the program to other schools within the same school district in which the programs were operated. Only a minor expansion could be achieved, however, based upon the reduction of the expenditure per pupil from $45 to $25. All funds available for the K-6 Motivational programs have been allocated in essentially the same districts offering the Career Orientation program. The Exploration programs at 9-10 have proven to be the most difficult to implement. Five of the school districts offering the Career Orientation programs have also been approved for the 9-10 Exploration program. It is anticipated that a minimum of 10 exploration programs will be in operation in September 1970, in order that we will be able to have examples of the total system. The scope of this project and the depth of investment of student time require revision of curriculum.

It is obvious that the present funding from the Vocational Education Amendments of 1968 does not approach the cost of implementing the goals established by the Act. Should the system described in this report prove effective, the total cost of implementing it for the State of Ohio at an average of $25 per student would be approximately $47 million. Unless the program can be made available to all youth in the State of Ohio, the demonstration effort will be of little value.

OHIO

OCCUPATIONAL WORK ADJUSTMENT

PURPOSE: In working with the development of vocational education programs, studies completed in the area of guidance would indicate that students' occupational choice is more reasonable at the age of 16 and above than at an earlier age. Standards in Ohio, therefore, have approved the enrollment of students into vocational programs at age 16 without regard for the grade level to which they have achieved. Major cities pointed to the fact that many youth will become school disoriented at ages 14 or 15 and may not be in the school system long enough to benefit from a vocational education program. Their point was valid, so a program has been developed to use work as an adjustment process for dropout-prone youth, rather than a vocational training activity. Since experience with programming for dropouts indicated that many of these people become lost in a system which moved them every period, it was determined that this program would provide for no less than half a day under the direction of one teacher.

PROCEDURE: A staff committee from the Division of Vocational Education developed the concept of an occupational work adjustment program, based upon the concept of placing the student under a teacher-coordinator for two periods for life-adjustment education, economics, job attitudes, personal development and in a work situation for a minimum of two additional periods in which the person would do productive, useful work, either in school or in jobs within the community. These jobs are not conceived as training for skills, but as a means of enabling the young person to have success experience through meaningful work.

Each teacher-coordinator will have two groups per day of not more than 15 students in each group. The students are paid a small wage for their work and with the cooperation of the U.S. Department of Labor, Bureau of Labor Standards, special permission has been granted to five states to experiment with placement of such students in the private sector for employment. Students enrolled must be in the 14-15 year age range, behind age in grade, and prime candidates for dropping out of school.

A total of 30 programs were approved during the 1969-1970 school year, funded from the additional vocational units available in Ohio under the foundation program.

EVALUATION: The success of the program is indicated in that the 30 programs for this past school year will grow to 126 programs during the 1970-71 school year. The program has been directed at the process of enabling youth to find out what they can do, rather than proving to them that they can't achieve with the intellectually

able. Students at the completion of the Occupational Work Adjustment program on a one or two-year basis are better able to make choices for their vocational future as young people who have tasted success.

OREGON

THE RECRUITMENT AND TRAINING OF VOCATIONAL TEACHERS FROM BUSINESS AND INDUSTRY FOR THE PORTLAND METROPOLITAN AREA

PURPOSE:

(A) To alleviate specific teacher shortages existing in school districts of the Portland Metropolitan Area.

(B) To develop an exemplary program of recruitment and training of vocational teachers from business and industry.

(C) To improve educational quality by enhancing the teaching skills of entry level vocational teachers.

(D) To develop a plan whereby occupationally competent persons with no formal preparation for teaching can effectively make the transition to a teaching career and to participate in established vocational teacher education programs.

DESCRIPTION: Approximately 50 occupationally competent persons who have, or are interested in obtaining teaching jobs in vocational education are drawn together in three phases of teacher preparation:

1. Orientation - Preservice: An informal, informative day of orientation preceeds 10 days of concentrated preservice instruction dealing with the actual problems that the beginning teacher faces. Exposure to "live" teaching will be provided through several micro-teaching experiences which are video taped for replay evaluation.
2. In-Service: Following completion of the preservice component, the trainee is assigned to a teaching position wherein on-the-job experience is acquired. Weekly discussion - demonstration sessions are held to assist the participants with their problem areas.
3. Post-Service: A one day follow-up feedback session is held following the end of school in which the participants and other project personnel summarize the year's activities and experiences and provide direction for ensuing programs.

PLANNING PROCESS: A great deal of planning preceeds the class offerings. Close coordination among the involved agencies at an administrative level was obtained through numerous formal and informal meetings involving the Oregon Board of Education, Oregon State University, Division of Continuing Education, Portland Community College, and the Portland School District personnel.

Separate directors were appointed to administrate the bi-level project; one for prospective community college teachers, and the other for secondary teachers. Each designed his own instructional program and they shared a concerted recruitment effort through various audio-visual media; a screening committee composed of personnel from the cooperating agencies reduced the pool to the eventual project participants.

Thereafter the project is proceeding as planned providing a weekly stipend for the in-service phase, coupled with academic credit throughout which can culminate in the earning of a baccalaureate degree from Oregon State University.

OREGON

A PLAN FOR DEVELOPMENTAL CENTERS FOR CAREER CLUSTER CURRICULUMS IN OREGON SECONDARY SCHOOLS

PURPOSE: The Plan for Cluster Developmental Schools originated with the Oregon Board of Education, Division of Community Colleges and Career Education, for the purpose of implementing the cluster concept in the states' secondary schools and establishing model programs to which other schools could go for ideas and information.

DESCRIPTION: The plan was demonstrated by selecting individual developmental schools on the basis of: 1) administrative support and commitment to the project; 2) available staff, facilities, equipment and physical plant; 3) student population; 4) curriculum potential for maximum development of multi-cluster concept; and 5) geographic location.

Curriculum, facility, and instructional materials development were supervised and coordinated through a task force from Oregon State University in conjunction with Oregon Board of Education Cluster Specialists and local district personnel. Attention was also given to the coordination with related areas of instruction to assure an interdisciplinary approach to the career education program. Financial assistance was given to the developmental schools for planning coordination time plus the services of the cluster specialists and task force members. The organizational plan specified fiscal year 1970 for implementation with an ensuing year for refinement and dissemination of the results.

PLANNING PROCESS: The project required substantial planning. A project director was secured by obtaining the services of a vocational school administrator on special contract with the Oregon Board, who also appointed a representative to coordinate task force activities with Oregon State University. Numerous planning meetings involving the three representative groups were held prior to the selection of the developmental schools and the implementation of the clusters in each.

The implementation process was greatly assisted by the development and publishing of individual cluster guides. These resulted from the deliberations and efforts of Oregon Board Cluster Specialists with the assistance of lay advisory committees.

Thereafter, the task force bore the responsibility of coordinating the activities of the developmental schools in the utilization of the various agency resources.

PENNSYLVANIA

MODEL CAREER RESOURCE CENTERS IN SCHOOLS FOR THE SYSTEMATIC, PURPOSEFUL USE OF CAREER INFORMATION SUPPORTED BY A STATE INFORMATION PREPARATION AGENCY

PURPOSE: This project initiates state level sponsorship of activities aimed at the improvement, extension, and expansion of information services in vocational guidance and counseling at the secondary school level. Innovative concepts are: 1) establishment of a system for the collection, synthesis, preparation, and distribution of career information reflecting state and local occupational and education conditions; 2) creation of in-school setting for dissemination of career information to students via the best materials, resources (human and nonhuman), and techniques currently available; 3) preparation and utilization of career resource specialists to serve student population and counseling staff in collection, evaluation, and dissemination of career information; and 4) the development of orientation and placement activities to introduce students to actual work experiences through simulated activities, part- and full-time job placement, and work-study programs.

DESCRIPTION: Initial focus of activity will be on the central region of Pennsylvania encompassing 30 of the Commonwealth's 67 counties. Career briefs for Pennsylvania and its local labor market areas will be prepared in standardized format for conversion to microfilm placed in aperture cards. These PENNscripts may be read by use of microfilm reader-scanners or reader-printers. PENNdecks, collections of all scripts produced, will be distributed to schools in the central region and to the Career Resource Centers. Five Career Resource Centers will be established as models in secondary school settings in close physical proximity to other guidance facilities. These models are so located to reflect a cross-section of Pennsylvania schools with diversified community structures, sizes, and student population characteristics. Within two years, career information materials prepared will be made available to any school district of Pennsylvania.

The organization, administration, and operation of this project is the responsibility of the Vocational Guidance Section of the Bureau of Pupil Personnel Services in the Pennsylvania Department of Education. District superintendents, principals, and counseling staffs have been included in the development of materials and centers, and local advisory committees will assist in the evaluation of the centers. A state college counselor education department constructed a model format for the PENNscripts while preparing an initial set.

Federal funds have been made available for this project through the Bureau of Vocational, Technical and Continuing Education for Pennsylvania. The Research Coordinating Unit will assist and monitor the Vocational Guidance Section's efforts. Following the three-year federal funding period, additional monies will be sought for continuing and expanding the project activities.

PLANNING PROCESS: Project activities were initiated following an extensive study of related literature, continuous dialogue with agencies within the governmental structures of Pennsylvania and other state offices, onsite inspection and evaluation of projects in California, Illinois, Massachusetts, and Pennsylvania, sponsorship of state college preparation of career information, attendance at conferences dealing with vocational aspects of guidance, and communication with representatives of commercial organizations involved in the preparation and dissemination of career information and the development of media for dissemination.

Contacts will be maintained with this project and related exemplary projects and programs and the administrators of the state plan for vocational education. Private and public groups concerned with vocational aspects of guidance and counseling will be apprised of the project development to encourage free exchange of knowledge.

Results of the project will be disseminated via: 1) regional staff development programs for counselors and administrators; 2) a monograph on career information service and development of the Career Resource Center for distribution to all Pennsylvania counselors; 3) individual consultation with guidance personnel on the improvement, extension, and expansion of career information service; and 4) a sound filmstrip for staff development utilization on providing career information resources for student use in decision-making and career development.

Exploratory clusters of career information and motivational materials are anticipated for use in elementary and junior high school curricular and guidance activities.

Additional information may be requested from the project director: Francis E. Burtnett, Guidance Consultant, Bureau of Pupil Personnel Services, Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

PENNSYLVANIA

DEMONSTRATION PROJECT, SELECTED FUNCTIONAL COMPONENTS OF A VOCATIONAL EDUCATION COUNSELING SYSTEM FOR URBAN YOUTH

PURPOSE: The problem addressed in this Pittsburgh project is the allocation of manpower and "economic power" to demonstrate the validity of a "human" approach to counseling in vocational education. In addition to demonstrating a series of alternatives for supportive vocational counseling, components of this project will exemplify an approach to implementing programs to serve not only a public school district, but also private schools. Project programs will involve participation by both the economic and social sectors of a community. Approximately 20 percent of the urban school population will be involved. This will include students from grades six through 14, vocational and nonvocational programs, and high school graduates.

DESCRIPTION: Model programs within the project will focus on: a Career Orientation Program for pre-adolescents; a Cooperative Work Experience Program for secondary students enrolled in marketable skill-centered programs; a Placement Program for high school graduates; and a Counseling/Training Program to serve high school students not enrolled in vocational programs. Alternatives are also presented for increasing cooperation and participation in public education by community agencies, private schools, and the business/industrial community. Following a modified case study method, the project indicates an approach for relating vocational-technical to flexible, comprehensive programming in urban school systems. Journals and other statistical data will be maintained for an annual report on implementation/management functions and techniques for each of four counseling "check-point" components.

PLANNING PROCESS: Pittsburgh school board members and administrative staff initiated a program of comprehensive vocational education by expanding programs for grades six through 14 while phasing out "separate" vocational schools. Counseling models were developed to establish a systems approach for guidance. Division of Occupational, Vocational, and Technical Education staff members have cooperated in developing various components of the project. They have involved model cities agency people, Junior Achievement workers, and other community leaders in expanding their concept of vocational counseling. Questions on project details may be directed to Mr. Robert Lamping, Pittsburgh Public Schools, Occupational, Vocational, and Technical Center, 635 Ridge Avenue, Pittsburgh, Pennsylvania 15212.

PUERTO RICO

EXEMPLARY PROJECT IN
VOCATIONAL AGRICULTURE AND RELATED AREAS

LOCATION: This exemplary project is located at the Cuchillas Second Unit Rural School in the municipality of Corozal. In this rural area more than 50 percent of the junior high school students leave school with no special training in agriculture or related areas, yet unprepared in any other occupational field. Farming is seen as a dead-end occupation and the general practice is to drift to neighboring towns or cities to hunt for ever-decreasing jobs requiring no skills and little academic preparation.

PURPOSE: Provide farm related occupational information and guidance, followed by occupational training, to youth 14 to 16 years old who have expressed an interest in farming or farm related occupations, supplementing this training with regular academic courses for eighth and ninth grades and remedial teaching in science and mathematics.

DESCRIPTION: This is a two-year project, beginning in the eighth grade and continuing through ninth grade, for two groups of 16 each, 14 to 16 year olds, to provide training in vocational agriculture or farm related occupations: farm planning and production, farm mechanics, ornamental horticulture, farm business management and basic principles of plumbing, electricity, cement laying and welding, necessary for household and farm maintenance.

The project will have an umbrella curriculum involving Vocational Agriculture and the programs of Vocational Industrial, Distribution and Marketing and Home Economics Education, Vocational Guidance and Industrial Arts. After the first year's instruction stressing basic principles in vocational agriculture, each student may select the occupation of his particular interest and specialize in that during the second year.

Vocational guidance and information on educational and/or occupational opportunities will be given throughout the two years, with special attention to helping the students select an occupation best suited to their abilities and interests. Students will be encouraged to continue their education, both academic and vocational, after completing their two years in the project. Where this is not achieved, job placement will be coordinated with the Bureau of Employment Security of the Department of Labor, for securing employment for the students. Steps are being taken to arrange for financing for those who wish to work on their own.

RESULTS: Experiences and curriculum developed in the project will serve as a basis for organizing similar programs in some 15 to 20

other second unit, rural schools having similar problems of students leaving school at the end of junior high or dropping out before completing the ninth grade, unskilled in any occupation and weak in academic studies, who are interested in farming or farm related occupations and would prefer to stay in the country if they could see a way to earn a living. Those aspects of the project as are adaptable to the regular vocational agriculture program will be incorporated into the regular course, also.

PUERTO RICO

HOSTOS EXEMPLARY VOCATIONAL TRAINING PROJECT

LOCATION: Hostos Special Vocational Training Center. The de Hostos School is centrally located in the San Juan Metropolitan Area, so as to serve at least three municipalities and was organized for the specific purpose of serving the needs of socioeconomic disadvantaged youth and adults who may either have been referred to the school by other governmental agencies or may apply for training on their own.

PURPOSE: The basic purpose of this project is to: 1) to provide vocational training to handicapped and/or disadvantaged youth, whether out-of-school or potential dropouts, within occupational clusters rather than for one specific occupation to give them a wider range of job opportunities; and 2) to offer academic instruction in reading, writing and elementary mathematics or courses toward high school equivalency to eliminate academic handicaps that impede progress in vocational training or prevent securing regular employment.

DESCRIPTION: The project is the cooperative effort of the Home Economics, Vocational Industrial, Distribution and Marketing Education and Vocational Guidance Programs of the Area for Vocational and Technical Education and Adult Education Program of the Area for Educational and Cultural Extension in the Department of Education; Divisions of Vocational Rehabilitation and of Social Welfare in the Department of Social Services; Bureau of Employment Security in the Department of Labor and the private industry. Occupational training stresses basic principles within an occupational cluster, involving as a rule two or more vocational education programs, i.e., a) assistant seamstress and industrial sewing (Home Economics and Vocational Industrial) or b) assistant interior decorator and window/store display (Home Economics and Distribution and Marketing Education). All training courses offer units on human and public relations in business and elementary instruction in management and accounting principles. The curriculum is in modules or separate units, thus permitting a flexible schedule so students may enter a training program at any time and complete the training at their own pace.

RESPONSIBILITIES: The contribution of each participating agency is as follows:
Department of Social Services: 1) Bureau of Social Welfare - referral of students and services of social worker both in the homes and the school; 2) Division of Vocational Rehabilitation - medical, psychiatric and other necessary therapeutic services for handicapped students.

Department of Labor: 1) Bureau of Employment Security - referral of students and placement on completion of training.
Department of Education: 1) Area for Vocational and Technical Education - coordination of vocational training and preparation of curricula within an occupational cluster, orientation on occupational opportunities, and coordination of projects with private industry; 2) Adult Education Program - organization of academic classes as these are needed, or requested, by students to prepare them for their vocational training or for entering the world of work.

RESULTS: Approximately 1,000 youth, 16-21 years of age, will be trained annually and enter the labor market as personnel skilled in more than one occupation. Many are expected to remain with the same industry where they have their on-the-job experiences, thus insuring a stable labor force to industry and steady employment to the trainees.

RHODE ISLAND

The following are titles of exemplary programs which are expected to be operational during the current fiscal year.

1. Environment Polution Control Technician Training Program.

2. Vocational Education in Environmental Conservation.

3. Agriculture - Marine Studies.

4. Career Development as the Core Curriculum in Pawtucket Model Neighborhood Schools.

5. Project for Relevant Informational Methods in Education.

For additional information contact: Thomas H. Sandham, Jr., Associate Director, Roger Williams Building, Hayes Street, Providence, Rhode Island 02908.

SOUTH DAKOTA

K THROUGH 12 PROJECT OF CAREER DEVELOPMENT
AND BRIDGING THE GAP BETWEEN SCHOOL AND WORK

Applicant Organization: Watertown Independent School District #1, 200 9th Street N.E., Watertown, South Dakota 57201

Duration: July 1, 1970 to June 30, 1973

STATEMENT OF OBJECTIVES: The project is directed towards two major objectives: 1) providing an in-service program for counselors in the area of occupational counseling and providing students K-12 with an intensive program of occupational counseling; 2) implementing a program of occupational information, orientation, and exploration for students K-12, which includes vertical articulation, career development, placement, and follow-up.

PROCEDURE TO BE FOLLOWED: The fulfillment of the objectives will be accomplished through the development and implementation of a series of coordinated programs. These will include a counselor in-service program, added personnel for the counseling staff, implementation of an occupational information program integrated into the elementary curriculum (K-six), implementation of an expanded program of occupational orientation and exploration at the high school level (seven-12), identification of the disadvantaged, the handicapped, the potential dropout with the development of programs to assist them bridge the gap from school to work, the implementation of intensive vocational education programs for students leaving school that have not been previously enrolled in vocational education, and a program of disseminative information to the other schools in the state.

EXPECTED CONTRIBUTIONS TO VOCATIONAL EDUCATION: The following results should be achieved through successful completion of the project: 1) an elementary curriculum augmented by occupational information; 2) an expanded program of occupational information, orientation, and preparation at the high school level (seven-12); 3) occupational education programs to serve the disadvantaged, the handicapped, and the potential dropout; 4) increased student awareness of occupational opportunities in the world of work; 5) increased employability of students leaving school; 6) a reduction in dropouts; 7) increased occupational counseling services; 8) increased awareness of vocational education by the school, community and state; 9) increased participation in vocational education by the total staff.

TEXAS

ENVIRONMENTAL TECHNOLOGY PROJECT

This project utilizes the "family of occupations" concept to train personnel for the plumbing, heating, cooling, and air conditioning industry. It has been jointly planned by the Occupational Education and Technology Division of the Texas Education Agency and the Construction Industry Council.

For additional information write: John R. Guemple, Associate Commissioner for Occupational Education and Technology, Texas Education Agency, 201 East 11 Street, Austin, Texas 78711; or Walter Kerr, Executive Director, Construction Industry Council for Education, Manpower, and Research, Post Office Box 2, Tyler, Texas 75201.

This brief has been developed from materials provided by the Occupational Education and Technology Division of the Texas Education Agency. A brochure is available.

UTAH

AN EXEMPLARY COMPREHENSIVE PROGRAM IN VOCATIONAL EDUCATION IN THREE UTAH METROPOLITAN HIGH SCHOOLS

WHAT IT IS! An educational project to increase the comprehensiveness of exemplary vocational training programs in East, Kearns, and Clearfield high schools which are located in Utah's three largest school districts; and to effectively coordinate such programs with other specialized and general education in these schools over a three-year period ending June 30, 1971.

WHY WAS IT ESTABLISHED? Through the cooperative efforts of school superintendents in the three districts and administrators of the State Department of Public Instruction, the project was established to meet a popular demand for more functional vocational training in Utah's larger high schools. Hopefully, the pilot programs in the three schools will establish some new patterns for more desirable vocational training in all large high schools, to aid Utah youth to be better prepared for entry jobs and for receiving additional vocational-technical training in post-secondary schools.

PROGRAM OBJECTIVES: Project SUCCESS is conducted under a systems approach with program objectives at four levels:

1. The Policy (management) Level Objective is established by the Executive Committee and defines the program's operational framework. The Policy Objective defines the three goals of the program: 1) enroll the proper students, 2) provide effective vocational training, 3) help students to become successfully established in the next station beyond high school.
2. The Seven Program Objectives prescribed by the Program Committee provide guidelines for implementing the Policy Objective.
3. Curricular Level Objectives established by supervisors, counselors and vocational teachers delineate broad student competencies.
4. Instructional Level Objectives developed by supervisors, counselors, and teachers establish specific measurable student performance.

SOME GENERAL DEVELOPMENTS TO DATE:

1. Films and teletalks on suggestions for writing objectives for the teachers and administrators in the three project schools, were developed by Dr. Robert Mager.

2. Principals, counselors and vocational teachers in the project schools have visited exemplary schools and attended vocational conferences and conventions in many states to become acquainted with tested practices for improving vocational education.

UTAH

AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION IN SELECTED AGRICULTURAL AND INDUSTRIAL ACTIVITIES FOR SMALL HIGH SCHOOLS IN UTAH

A major problem faced by present day educators is how to assist small high schools so that they can provide an adequate program of vocational education. Within a small high school it is very possible that the students will have interests in a great variety of occupations, but because of the difficulty of offering classes for very small numbers of students, and also because of the expense involved, it is almost impossible for the small high schools to provide much vocational education, especially in the industrial occupations.

In Utah a great deal of work has been done in organizing and structuring a four-year exemplary program for occupational preparation in selected agricultural and industrial activities for small high schools. The content of the program is drawn from the areas of industrial arts, trade and industrial education, and agricultural mechanics.

OBJECTIVES OF THE PROGRAM:

1. To provide more adequate curricular offerings in vocational-industrial education by combining common and essential educational activities drawn from industrial arts, trade and industrial education, and agricultural mechanics courses.

2. To select a few small high schools in Utah, who meet the necessary criteria, to conduct pilot programs in vocational-industrial education for small high schools.

3. To provide leadership for the program through the Vocational Division of the Office of the State Superintendent of Public Instruction.

4. To provide, in cooperation with the school districts in which pilot programs are conducted, the tools, equipment, and supplies needed to make the program successful.

5. To provide the necessary teacher education program so that teachers will be adequately prepared to conduct the new programs effectively.

6. To provide specialized supervision of the pilot programs so that they will have the greatest opportunity possible for success.

7. To assist the selected schools to prepare the physical facilities (industrial arts shops, agricultural mechanics shops, or both) in the manner needed to conduct successfully the pilot programs.

THE GENERAL NATURE OF THE PROPOSED PROGRAM: There are many kinds of vocational-industrial education courses which could be offered to meet the objectives of this project. However, it is impossible to offer a great variety of them in a small high school. Recognizing this fact, a committee working in the preliminary phase of this project selected the general areas of drafting, woodwork and building construction, metal fabrication, and power mechanics as the programs to be offered.

It was anticipated that the first two years of the program ninth and tenth grades, would be largely exploratory in nature. At the conclusion of this part of the program a student who was interested in obtaining additional training would select one or possibly two specialized areas in which he would get greater depth of training during the eleventh and twelfth grades.

EVALUATION OF THE PROGRAM: Student evaluation will be done through quizzes, short tests, and major examinations; through observation of student interest and response; and by performance tests for skill. As part of the testing program it is planned to pretest all students enrolling in the proposed program and then to test them again at the completion of the year's work in order to measure the gain made by them. Also, a few small high schools not conducting the exemplary program will be selected and students enrolled in the regular industrial arts, trade and industrial education, and agricultural mechanics programs will go through the same testing procedures in order to ascertain whether or not students in the pilot schools make greater gains than the others.

UTAH

USE OF AIR FORCE MATERIALS IN A PUBLIC EDUCATION AGENCY

PURPOSE: The purpose of this Utah-Air Force project was to determine to what extent Air Force instructional material might be utilized by the public education system without modification or with slight modification, how it would affect the learner, what the results would be, the cost involved, and problems in relation to it.

DESCRIPTION: This project was a pilot project sponsored jointly by the State of Utah, the Aerospace Education Foundation (national), the Utah Aerospace Education Foundation, the U.S. Office of Education, and the U.S. Air Force. A contract was entered into through Aerospace Education Foundation and sponsored by the U.S. Office of Education for the Air Force to provide instructional materials in the areas of electronics, health occupations, and aircraft mechanics. The most thorough activity was in the field of electronics. The Air Force provided the State of Utah with all software instructional media materials for the instruction in direct current circuits. The Air Force material was used as is in toto for the direct current program. The Air Force has considerable media in terms of student study guides, television guides, textbooks, home study books, lab guides, etc. to assist students in this instructional program. They also have complete sets of electronics films, as well as lab instructional hardware, to train students in direct current programs.

The results of this pilot effort indicated to us that Air Force materials could in fact be used without modification or perhaps with slight modification and could be as effective or more effective than the curriculum material that was currently in use in the Utah educational system.

PLANNING: The study was conducted over a two-year period. Selected Utah electronics instructors visited the Air Force installation to see their method and activity in relation to the program. The Air Force material was then provided to the Utah instructional groups. They, in turn, used the Air Force material in toto with one group on an experimental basis. A modified version of the instructional material was used with a second group, and the regular standard instructional material was used with the third group.

The results of the study indicate that Air Force instructional material has direct application to civilian training programs. Utah could not have developed comparable instructional material to the Air Force material because of the extreme cost in program development. We feel that this material has immediate, direct application for public school use. We are currently investigating

the possibility of developing added copies and determining the financial cost in developing quantity items of this material for use in the educational system.

VERMONT

A CAPSULIZED TRAINING AND EMPLOYMENT PROGRAM FOR MOTEL AIDES

PURPOSE:

Expected Outcomes: The project was designed to train a small number of high school students for beginning employment as a hotel-motel housekeeping aide during the summer resort season.

Objectives:

1. Student will dress appropriately for interview and job.
2. Student will apply successfully for the job.
3. Student will organize work for the day.
4. Student will correctly and efficiently clean motel or hotel room.
5. Student will develop positive attitudes toward supervisor, co-workers, and guests.
6. Student will be able to handle confidently unusual situations.
7. Student will develop a feeling of responsibility to the job.
8. Placement of the student will provide for successful use of learned skills.
9. Student will develop accuracy during the co-op experience.

DESCRIPTION:

Duration: The course's duration was three weeks from 3 - 5 p.m. in the school facility, on the job experience Memorial Day weekend, a follow-up meeting and summer work experience.

Activities:

1. A survey of 12 local establishments revealed common tasks and desired attitudes.
2. Students were made aware of the course and seven enrolled.
3. The in-school portion of the course was conducted in a simulated motel room with attached bath. The skills learned included cleaning a motel room and bath, grooming for the job, and uniform care and selection as well as developing positive work attitudes and employer-employee relationships. Primary methods were demonstration, practice, and role playing.
4. During the co-op weekend the girls were assigned to one of the regular hotel-motel aides and accompanied her throughout the day. They began by assisting and concluded by working alone.
5. A follow-up meeting was conducted to discuss mutual concerns.
6. Six of the seven students were placed for the summer.

PLANNING PROCESS:

Inter-Intra-Agency Relationships:

1. The preliminary survey elicited information and cooperation from a hospital, nursing home, and 10 hotel-motels.
2. The Vermont Hotel-Motel Association was contacted for information and materials.
3. The project was formulated jointly with the state education department.

Financing:

1. Part D funds were used for teachers salary, travel, and supplies.

Major Problems:

1. Student motivation to enroll was low.
2. The widespread job shortage caused difficulty in final job placement.

For additional information contact Miss Barbara M. Gutheil, Coordinator of Exemplary Programs, Vocational-Technical Division, Vermont Department of Education, Montpelier, Vermont 05602.

CONCLUSION: This project is considered to hold promise in Vermont as an example of short, intensive occupational preparation programs designed to prepare individuals for initial placement in a specific type of job.

VIRGINIA

GUIDELINES FOR DEVELOPING AREA VOCATIONAL SCHOOL SPECIAL PLANNING PROJECTS

Local school divisions that are constructing new area vocational schools may apply for approval of special planning projects which are generally started from 14 months to two years before the new school is scheduled to open. One or more qualified vocational coordinators or guidance specialists are employed for each area school, and reimbursed through ancillary funds. At the completion of the planning period, those involved in the planning usually continue as permanent school coordinators or administrators.

During the past four years, 12 Virginia localities have applied for, and were granted, approval for special planning projects. In these programs, including 18 persons who were involved in planning projects, all of the 18 continued or will continue in a permanent assignment in the area school or center. It is generally agreed by members of the staff in the Vocational Division of the State Department of Education that vocational centers planned through special planning projects have resulted in superior and more functional programs.

The following are typical objectives of these planning projects:

1. To plan and implement a Public Information Program to inform the parents, the students, the high school staff, employers, and civic leaders of the vocational programs to be offered.
2. To plan and implement an effective guidance program.
3. To plan the instructional program identifying the manipulative skills, the related knowledge, the job knowledge, and the employability skills for each vocational program.
4. To plan the record keeping system that will show the progress of each vocational student.
5. To plan the procedure for the placement and the follow-up of the students completing the vocational programs.
6. To prepare list and specifications of all equipment to be purchased.
7. To prepare list and specifications of all consumable supplies to be purchased.
8. To recruit and interview prospective instructors.

Reimbursable expenditures eligible for planning projects include salaries of professional staff and clerical assistants, and such miscellaneous items as clerical supplies, travel, and printed materials.

The initial step taken by a locality in applying for a planning project is to present the project application which describes the

project, giving such information as title of project, statement of the problem, related research or background information, objectives, procedures (described in detail), qualifications of professional personnel that will be involved, chronological time schedule, plan for dissemination of the results of this project, and plan for self evaluation of procedures used in the project.

The following schedule appears to be typical in planning an area school or center after the overall construction project has been given tentative approval.

First Phase: Conducting preliminary stages of planning project, usually six to 10 months before construction begins. This would include planning and implementing the public relations program; planning and implementing an effective guidance program; and planning the instructional program.

Second Phase: Actual construction, which takes 12 months or more. Activities, under this phase, could include planning the record keeping system; planning procedures for placement and follow-up of students; preparing lists and specifications of all equipment and supplies to be purchased; and recruiting and interviewing prospective instructors.

For further information regarding special planning project, write Director, Division of Vocational Education, State Department of Education, 1322-28 E. Grace Street, Richmond, Virginia 23216.

WASHINGTON

OPERATION HELP

Operation Help is just one small part of a growing vocational education program offered by one of the State of Washington's smallest school districts--Newport, with a total enrollment of under 800. Newport has shown that a significant vocational program can be developed by the small district and can react to the special needs of "that percentage of students we don't reach with traditional programs--academic or vocational." Based generally on vocational agriculture, Operation Help is officially described as a program for the under-achiever, the disadvantaged and the potential dropout--students with a record of failure reaching all the way back to elementary school. The program is designed to provide a practical work-training atmosphere where students would be likely to experience success. Woven into this are the academic skills of reading, writing and math closely oriented to problems students encounter on the work projects. A high degree of individual instruction is emphasized including involvement, skill training and personal self-discipline. Students are taught to operate a wide variety of equipment, which includes a dump truck, road grader, bulldozer, a backhoe, a 2 1/2-ton six by six truck, a chain saw, and several more. The students learn to accomplish a specific task with a piece of equipment and how that task fits into the total project.

Operation Help was started with research money provided to the Research Coordinating Unit under the provisions of the 1963 Vocational Education Act and with federal vocational education funds. Continued funding will be provided under the 1968 Vocational Educational Amendments for exemplary programs and programs for the disadvantaged. This program is now a cooperative effort with Cusick School District to the north, made possible under 1969 state legislation which permits school districts to combine resources. The success of Operation Help has brought together the entire district vocational education program under one director to make maximum use of all facilities and efforts.

WASHINGTON

OPERATION MOTIVATION

Operation Motivation is a most unique classroom in Pasco School District of Washington State. This classroom has an unstructured curriculum which is a complete departure from the traditional setting of the high school curriculum, allowing total freedom of expression and vocational education. In a program designed to keep students in school until graduation and acquaint them with the real world, students usually begin the day sitting in a wide circle in comfortable chairs on a carpeted floor. Drapes complement the quiet pastel colors found around the room, disrupted only by posters, pictures and even cartoons all of which say something about the way these people see the world. The students take care of the room themselves. This eliminates the hostile atmosphere of the regular classroom and in this setting the students forget their hostilities toward school and are ready to communicate with each other and with the instructor.

The curriculum (history, English, reading and human relations) is geared directly to the needs of the students and is usually handled in a group situation. Vocational training and on-the-job experience is integrated right into the total program and is fitted to the individual's own interests and aptitudes. The instructor insists on individual participation by emphasizing the importance of what each student has to say. Students are convinced that what they have to say is equally as important to what the instructor says. The class remains in session all morning. After lunch some students go to work at a job which closely coincides their aptitude; others attend a vocational class. Entrance requirements are rather stiff. Applicants must be of average or better intelligence with a record of school failure which usually can be traced back to the fourth or fifth grade. They must be dropouts or potential dropouts. A police record even appears to be of some help.

Financial support is received from vocational education funds and the Office of the State Superintendent of Public Instruction has made special allowances so that students will receive full credit and a regular school diploma when they graduate.

The dropout rate in Pasco School District has been cut 30 percent because of Operation Motivation. The original class load of 20 has been increased to 80. Students enrolled compiled a near perfect attendance record.

WEST VIRGINIA

IMPROVING A RURAL AREA SCHOOL PROGRAM WITH EXPANDED VOCATIONAL EDUCATION SERVICES BY UTILIZING COMPREHENSIVE CAREER ORIENTATION AND EXEMPLARY ACTIVITIES

PURPOSE: The purpose of this project is to develop, in a rural school system located in an economically depressed area, a comprehensive program of vocational education serving the needs of youths in grades one through 12. It is designed to supplement an expanded program of vocational education being planned for a county area school facility.

DESCRIPTION: This project is exemplary in nature in that it implements a total concept of occupational education extending from career awareness beginning at grade one through skill development and job placement at grade 12. It will provide for: 1) the introduction of career awareness activities in grades one through six; 2) career orientation activities in grades seven through eight; 3) career exploration in grades nine through 10; 4) intensified occupational guidance, counseling, and job placement activities for those students who desire to enter work at the termination of their education; and 5) intensified skill development activities for those students who have not previously been enrolled in a vocational program and who have chosen to terminate their formal education.

This concept in one operational setting within the educational system is in accordance with the nature and purposes of exemplary programs and projects as stated by the Congress in the Vocational Education Amendments of 1968. It is designed to relate education to work while at the same time emphasizing the fact that basic skills are essential to both social and economic success in an environment of unplanned change. Intensive occupational guidance and job placement is planned as an integral part of the proposed project. The flexibility of the skill development programs provided through intensified skill training, cooperative education, work experience, intensified occupational guidance, counseling, and job placement provide alternative routes to occupational competency.

Teachers, school administrators, community leaders, employers, parents, and students will be involved in effecting educational change. Concentrated in-service training accompanied by continuous professional development activities will serve as the vehicle for involvement of educational personnel. Student and parent participation in conferences and counseling sessions and the expansion of the guidance program will be utilized to foster parent understanding and student participation in needs determination. The use of an advisory committee and community resources for work experience

and cooperative education work stations will cultivate community support and acceptance of the project.

PLANNING PROCESS: Activities of this project have been planned by State and local personnel and will be closely coordinated with the operation of similar projects throughout the State and nation. The results of related projects were extensively reviewed during the process of preparing this proposal.

Coordination will be maintained with the State Department of Education, Division of Vocational Education; and the U.S. Office of Education, Division of Vocational and Technical Education-Pilot and Demonstration Branch. In addition, liaison will be maintained for coordination purposes with the West Virginia Research Coordinating Unit for Vocational Education and the Department of Vocational-Technical Education, and other Departments at Marshall University, particularly in regard to the conduct of program evaluation and in-service teacher education activities.

Project reports will be disseminated throughout the State to the other school systems, the State and nation.

Every effort will be made to assure that program results are disseminated on a regular continuing basis and that the project will be coordinated with the regular program of vocational education operated under provisions of the State plan for vocational education.

WISCONSIN

GUIDELINES FOR VOCATIONAL AND TECHNICAL EDUCATION PROGRAM EVALUATION*

The "Guidelines for Program Development and Evaluation" from which this resume is taken, were developed by groups composed of local school representatives working with state staff.

The Guidelines are designed to upgrade districts to a high level of responsibility in the administration and operation of the educational program. It includes criteria and procedures for associate degree and diploma programs.

The resources for a function must be available to any agency before it can be responsible in accomplishing that function. The same principle applies to any subsystem of the agency. Unless the district has the resources, it cannot be responsible in the accomplishment of its functions. The responsibility for those functions, accordingly, cannot be delegated reasonably by the central agency until those resources are available and the responsible quality of the district is established.

The "Guidelines for Program Development and Evaluation" were generated to aid in defining the educational function. Evaluation procedures were developed to assure an acceptable level of operation in regard to those functions.

District organization involves the enlargement of the community to include resources now known to be necessary to fulfill those functions. Each administrative unit carries the full responsibility of the state agency for the comprehensive educational program. It now becomes not only possible for the agency as responsible government to recognize the subsystem, but it becomes its obligation to delegate those functions where they may best be performed.

For these reasons, productive self-direction must be allowed, encouraged and recognized. By so doing, we strengthen education as a "power reserved to the states."

The concept of a comprehensive district is simply that of a generative self-disciplining system which is capable of fulfilling the functions which figure in its responsibilities. The district is not relieved of professional supervision by the central agency nor of its accountability for the stewardship of funds to state and federal governments. There is provided opportunity for leadership to emerge, for creativity, self-evaluation and professional development in directions not necessarily anticipated by central

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*The 1967 edition is on microfiche, ED 017 673.

leadership. This concept acknowledges several purposes which can better be accomplished locally than with central control. It provides a setting in which leadership and expertise can be developed and recognized, where it must be found, in the community setting, close to the level of operation. Above all, it provides opportunity for the people to be more a part of both its services and its direction.

Operationally, the self-disciplining concept relieves the comprehensive district of formal program evaluation procedures required under the "Guidelines for Program Development and Evaluation." This provides the district with professional liberties in program administration and educational techniques within the broader framework of legal requirements.

The collection of policies, procedures and regulations presented in the document is devoted to the development of the capability for comprehensive services in vocational, technical and adult education in the districts. These guidelines reflect the combined judgments of leaders throughout the state and nation concerning resources essential to quality vocational and technical education.

The program evaluation is conducted by an evaluation committee composed of educators, teacher educators, employers and employees in the subject field. The committee uses a checklist and may respond with four levels of reaction as follows: (this checklist can be obtained from the Wisconsin Board of Vocational-Technical and Adult Education, Madison, Wisconsin--C. L. Greiber)

1. Commendation: This reaction is equally important in providing direction to the school. Aspects of the program which are especially effective or well done should be acknowledged by a statement of commendation in the official report.
2. Suggestion: This is a reaction without prejudice which does not affect approval of the program. It is an idea, observation, or comment which may be useful to the school in program development, improvement, or in administration. It is considered important by the committee but is left to the discretion of the district.
3. Recommendation: Reactions of this level permit tentative approval. Reasonable progress must be shown in subsequent reevaluations. Matters of condition which involve hardships in point of time or budget may be declared recommendations with or without specified time limits. These become charges to the reevaluation committee.
4. Condition of Approval: Approval of a program is withheld until this type of stipulation is fully satisfied. The report with a recommendation may be submitted to the Wisconsin Board of Vocational, Technical and Adult Education after conditions have been satisfied by the district. In cases involving district policy or commitments in staff, finance, or facility, formal actions of the district board should be expressed in writing to the State Director.

The major purpose of the guidelines beyond documenting the prevailing consensus is to provide a vehicle of communication and to accelerate the movement within each district toward a self-disciplining capability.

Although these guidelines are designed to promote high standards and quality instruction in diploma and associate degree programs, the offering of full-time programs is only one segment of the overall responsibility of vocational, technical and adult education. More people enroll in part-time job related, upgrading, apprenticeship, and general adult programs than enroll in full-time programs.

Although quality and high standards must be maintained in all vocational and technical programs, the emphasis on full-time programs must not be in lieu of comprehensiveness to meet the needs of all people.

WISCONSIN

GUIDELINES FOR ADVANCED STATUS EVALUATION*

The Wisconsin Board of Vocational, Technical and Adult Education is concerned that students throughout the system and at all levels of study progress to the extent of their individual ability and experience toward their educational objectives. While the ultimate individual progress is through completely individualized instruction, much may be done to improve the present group instruction processes in meeting individual needs. A program of advanced placement may serve the following purposes.

1. Granting credit for previous education, work, and experience to avoid unnecessary duplication.
2. Consideration for maturity and self-study.
3. Expediting transfer of students between institutions.
4. Improving articulation between secondary and post-secondary education.
5. Clarifying evaluation and accreditation standards emphasizing performance rather than time spent.

Several definitions may clarify the task force approach:

Advanced placement is the status granted to an incoming student on the basis of proficiency from maturity or work accomplished elsewhere at any level. Prerequisites are waived but total credits required for graduation are not reduced. It may also refer to the temporary status of a student during the period of credit assessment.

Advanced standing is a status granted to a student for courses previously taken or on the basis of proficiency examination where the individual is granted credits which serve to reduce the total credits required for the completion of the program. This status is often achieved through a process of transfer from an equivalent institution.

Advanced status is the generic term including advanced placement and advanced standing.

Proficiency refers to facility in knowledge and skill in an area of learning demonstrated by examination and performance.

Transfer is the process of acknowledging coursework taken at other institutions.

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*These Guidelines are in developmental stages by the Wisconsin Research Coordinating Unit (RCU). They have not yet been approved.

COMPONENTS OF ADVANCED STATUS:

1. The academic requirements of the particular discipline should be assessed and the suitability of the student's advanced status determined from this profile.

2. An objective written examination covering the content and objectives of the course in question should be administered yielding an acceptable grade if the course is to be waived.

3. A practical performance examination component should be administered and given emphasis in the case of laboratory or shop classes.

4. In borderline cases a committee interview should be arranged which involves the instructor or department head from the area for which the application for advanced status is being submitted.

5. All advanced standing and advanced placement awards are subject to successful performance in the succeeding course.

6. Advanced status in programs involving licensure, legislation or policy requirements of other agencies must take those requirements into account.

7. Wisconsin Schools of Vocational, Technical and Adult Education will accept the findings of an advanced status program offered by a recognized testing service.

8. Any number of advanced status requests may be submitted by a student. Specific course credit will be granted for advanced placement examination in those instances in which the department concerned has determined that the material covered by the examination is comparable to a specific course offering in the department.

ADMINISTRATIVE PROCEDURES:

1. Applications for advanced standing for credit earned in other educational institutions should be made to the advanced status committee.

2. Students to be eligible for the associate degree must earn at least 16 resident semester credits from the institution from which they receive the Associate Degree.

3. The diploma or degree should be withheld from students in approved programs unless the students have obtained satisfactory achievement in their occupational area.

4. Advanced Status Committees. An ad hoc campus committee for advanced status should consist of two staff members, one of whom is the Department Head of the discipline in which the student is enrolled, and the other a functioning faculty member within the department. Their findings are submitted as recommendations to the district committee for advanced status.

5. The school evaluating advanced standing reserves the right to determine questions of doubt on advanced standing by tests or examinations.

6. The responsibility for evidence of credits earned at other educational institutions should rest with the student.

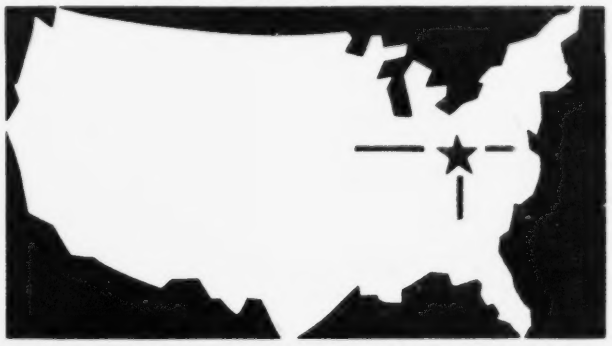
SECONDARY-POST-SECONDARY ARTICULATION: Qualified high school seniors may be admitted for concurrent enrollment on an individual basis in a Wisconsin School of Vocational, Technical and Adult Education upon agreement of the high school principal, public school district administrator and the VTAE district director. Students enrolled in this manner are subject to the VTAE District regulations regarding attendance and scholarship. Recommendations of advanced status committees are directed through the district director.

Generally, a student may attempt credit by examination only once in a particular course. Credits gained through transfer, correspondence, proficiency examination or advanced placement procedures will not carry grade points and will not be computed in the grading system. The purpose of an advanced status is to meet the individual student's need and to optimize his educational progress. The advanced status procedures coupled with the tentative status feature provides the institution with every assurance of maintaining control of its academic standards.

These guidelines represent the majority view of district representatives and is recommended for adoption in the districts. Districts should review their present procedures according to these provisions.

District plans for advanced status should be submitted to the State Board for approval.

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION



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